Reporting the Academic Performance Index Growth for 2002–03

Assistance Packet

October 2003

prepared by the

California Department of Education

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Academic Performance Index (API) Update

The Public Schools Accountability Act of 1999 (PSAA) was enacted into law in April 1999 (Chapter 3 of 1999). It has three main components: the Academic Performance Index (API), the Immediate Intervention/Underperforming Schools Program (II/USP), and the Governor's Performance Award (GPA) program. The PSAA also calls for an alternative accountability system for non-traditional schools. Since 1999, other programs that relate to the PSAA and API have been added to the law.

This document provides information about the 2002–03 API Growth calculations and reports. General information about the II/USP, GPA, other API-related interventions and awards programs, and the alternative accountability system is included at the end of this document in the Appendix, entitled "Descriptions of Programs Related to the PSAA and the API." In addition, a list of California Department of Education (CDE) contact offices and Web sites for API-related programs is provided in the "Reference Guide to the Internet and CDE Contacts" on page 56.

The release of the 2002–03 API Growth reports marks the fourth year of the completion of an API reporting cycle for California. As planned in 1999, the API has evolved to incorporate rigorous California standards tests (CSTs) as indicators and to give these indicators greater emphasis in the API calculation. In addition, the California High School Exit Examination (CAHSEE) results are included in API calculations. Results of the CSTs now make up 80 percent of an API for an elementary or middle school and 88 percent of a high school's API now consists of results from the CSTs and the CAHSEE. The API reports focus on the academic **growth** of schools.

The accountability of California schools and school districts also is reported in Adequate Yearly Progress (AYP) reports. These reports are provided as required by the federal No Child Left Behind Act of 2001 (NCLB) and represent the academic **status** of a school or school district at one point in time each year. More information about NCLB and AYP can be found on the CDE Web site at <*http://www.cde.ca.gov/pr/nclb*> or <*http://ayp.cde.ca.gov*>. A more detailed description about the API follows.

2003 API Growth

- Changes are currently being proposed to align state law pertaining to the API with the requirements of NCLB. These proposed changes include adding English-language learners and students with disabilities as subgroups and revising the definitions of "numerically significant" and school mobility to conform with NCLB requirements. These changes have not been enacted to date. To maintain compliance with current state legal requirements, therefore, CDE is providing the 2002–03 API Growth reports as currently defined in legislation and regulations. Once state legislation is in place, notifications and adjustments in future API reports will be provided.

- The 2003 API Growth is a numeric index (or score) between 200 and 1000 that reflects a school's performance on the following student assessments that were part of California's 2003 statewide test administration:
  - Standardized Testing and Reporting (STAR) program:
    - Norm-referenced test (NRT)—all content areas tested [in 2003, California Achievement Test, 6th Edition Survey (CAT/6); in 2002, Stanford Achievement Test, Ninth Edition (Stanford 9)]
    - California English-Language Arts Standards Test (CST ELA), including the writing assessment at grades four and seven
    - California Mathematics Standards Test (CST Math)
    - California History-Social Science Standards Test (CST SS)—grades ten and eleven only
  - California High School Exit Examination (CAHSEE)—grades ten and eleven only

- Because the NRT changed from the Stanford 9 in 2002 to the CAT/6 in 2003, the state's STAR testing contractor, the Educational Testing Service (ETS), conducted a technical study that examined the relationship between the CAT/6 and the Stanford 9 national percentile ranks for the state. The results of this study are used in calculating the 2003 Growth APIs. These results include a linking table that is used to determine the appropriate performance bands for CAT/6 scores in order to include them in the 2003 API Growth. More information about the study and the tables used for the calculation of 2003 Growth APIs is located on the ETS Web site at <*http://www.startest.com/pdfs/linkstudy.pdf*>.

- The use of the CAHSEE as one of the indicators used for the API is for school and school district accountability only and does not apply to passing the CAHSEE as a condition of graduation. The State Board of Education (SBE) decided in July 2003 that students in the classes of 2004 and 2005 are no longer required to pass the CAHSEE as a condition of earning a high school diploma and that the class of 2006 will be the first class that must pass the CAHSEE as a requirement of graduation. However, the law still requires that all 10th graders take the CAHSEE and that the CAHSEE be included in the API. **As a result, the 2003–2004 administration of the CAHSEE includes grade ten students only, and the forthcoming 2003–2004 API cycle (2003 Base and 2004 Growth) will include grade ten only. This revises the phase-in of CAHSEE results for the API**. See "API Reporting Cycles" on page 9 for more details.

- The 2003 API Growth (or 2003 Growth API score) is calculated in the same fashion with the same basic components and weights as the 2002 API Base. For grades two through eight, the CAT/6 results receive 20 percent of the weight in the API, and the California standards test (CST) results receive 80 percent of the weight. For grades nine through eleven, the CAT/6 results receive 12 percent of the weight in the API, the CST results receive 73 percent of the weight, and the CAHSEE results receive 15 percent of the weight. (See "API Indicator Weights" on page 10 for more details).

- Other performance indicators will be added to the API in future years when data are available. These additional indicators will include CSTs in other content areas, the California Alternate Performance Assessment (CAPA), and graduation and attendance rates. State law requires that test results constitute at least 60 percent of the API. The CAPA and the CST in science, grades nine through eleven, are scheduled to be added to the 2003 API Base (See "API Reporting Cycles" on page 9 for more details). The CAPA is an assessment for students with the most significant cognitive disabilities who are unable to take the STAR tests even with accommodations or modifications. More information about the CAPA is located on the CDE Web site at <*http://www.cde.ca.gov/spbranch/sed/capa*>.

- Each year in January or February, schools receive an API Base score and are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest). A school's API Base score is used to determine a rank compared to schools statewide and to schools with similar demographic characteristics.

- Schools and school districts receiving API Base scores also receive API Base scores for each numerically significant ethnic and socioeconomically disadvantaged subgroup in the school.

- Growth targets are set for each school as a whole and for each numerically significant subgroup. An API score of 800 is the statewide performance target for all schools. School districts and schools in the Alternative Schools Accountability Model (ASAM) do not receive growth targets.

- The annual growth target for a school is five percent of the distance between a school's API Base and the statewide performance target of 800. For any school with an API below 800, the minimum growth target is at least one point. Any school with an API of 800 or more must maintain an API of at least 800 in order to meet its growth target. In most cases, the growth target for each numerically significant subgroup is 80 percent of the schoolwide growth target.

- Each year in the fall, the Growth APIs are reported. The 2003 API Growth minus the 2002 API Base shows growth in the API from 2002 to 2003 and determines whether a school meets its 2002–03 growth target.

2002–03 API Growth Reports

- The 2002–03 API Growth reports for most schools include the 2003 STAR percentage of students tested, the number of students included in the 2003 API Growth, the 2003 API Growth score, 2002 API Base score, the 2002–03 growth target and growth, whether growth targets were met, and school eligibility for the GPA program. An API and growth information for each numerically significant subgroup in the school also are included. In addition, the 2002–03 API Growth reports include the median 2003 API Growth and median 2002 API Base of the 100 schools included in each school's 2002 API Base similar schools list.

- The 2002–03 API Growth reports are provided for all schools and school districts with at least 11 or more valid STAR test scores. Schools or school districts with between 11 and 99 valid scores receive an API with an asterisk to denote the greater statistical uncertainty of an API score based on a small number of scores.

- The following 2002–03 API Growth reports are provided to comply with the federal No Child Left Behind (NCLB) requirements:
  - School districts and ASAM schools receive a 2003 API Growth, a 2002 API Base, and growth in the API from 2002 to 2003. They do **not** receive growth targets, growth target information, or median similar schools information.
  - Schools that have reported a significant demographic change between 2002 and 2003 testing receive a 2003 API Growth and a 2002 API Base. They do **not** receive growth, growth targets, growth target information, or median similar schools information.
  - Schools that do not have a 2002 API Base report receive a 2003 API Growth. They do **not** receive a 2002 API Base, growth, growth targets, growth target information, or median similar schools information.

- The 2002–03 API Growth reports are scheduled to be posted on the CDE Web site at <*http://api.cde.ca.gov*> on October 24, 2003.

- Generally, API results are reported twice a year: (1) base year reports each January or February and (2) growth reports each fall.

AYP Requirements: API as Additional Indicator

- NCLB requires that each state adopt an "additional" indicator for Adequate Yearly Progress (AYP). California has chosen to use the API as an additional indicator for all schools and school districts. Progress on the API is defined differently for AYP than for the state API system. To make progress on the API for the 2003 AYP, a school or school district must show growth of at least one point for 2002–03 or have a 2003 API Growth score of at least 560. These requirements apply schoolwide and districtwide but not to numerically significant subgroups. In order to comply with additional indicator requirements, 2002 API Base reports for school districts and ASAM schools were provided in July 2003. Thereafter, reporting of APIs for school districts and ASAM schools will continue as part of the regular API reporting cycle timeline.

- NCLB requirements do not essentially change the API. The API continues to be calculated and reported annually in accordance with state requirements under the PSAA. Annual API growth targets for schools continue to be calculated as five percent of the distance to the statewide performance goal of 800. State school ranks and similar schools rankings also continue to be provided with each Base API (School districts and ASAM schools do not receive rankings).

Talking Points for School Districts and Schools

Talking points with options 1, 2, or 3 can be adapted to address the progress of individual schools based on the 2002–03 growth reports. Statements concerning awards eligibility should note the lack of budgeted funds for API awards at this time.

- Academic growth on the Academic Performance Index (API) continues to be the central focus of the Public Schools Accountability Act (PSAA) of 1999.
- The API measures each school's academic performance, sets annual growth targets, determines if growth targets have been met, and identifies eligibility for awards.
- This is the fourth year our schools have received Growth API reports to help staff members, students, and parents monitor progress toward meeting academic performance goals established by the state. We feel the API reporting system is now well-established at our schools.
- It is important to continue the API as a consistent measure of our schools' academic progress. Federal accountability requirements under No Child Left Behind, with Annual Yearly Progress (AYP) reports, are new to the state and still evolving.

Option 1

- All (most) of our schools met (or exceeded) their 2002–03 growth targets. These schools also grew at least five points schoolwide and at least four points for each subgroup and met the participation criteria. Because of this tremendous accomplishment, these schools may be eligible for the Governor's Performance Award (GPA) program; however, funding for this award was not included in the state budget for 2003–04.
- In addition to reaching all growth requirements, schools must show a 95 percent student participation rate on the Standardized Testing and Reporting (STAR) program for elementary and middle schools and a 90 percent participation rate for high schools to be eligible for awards.
- Our schools (Most of our schools) continued to (maintain) surpass the state's goal of 800 on the API and to meet their growth targets. Whether or not they receive money awards from the state, staffs at every school should be commended for this outstanding achievement.

Option 2

- Although all (most) of our schools met (or exceeded) their 2002–03 growth targets for the school and each student subgroup, they did not make sufficient growth to be eligible for awards. State law requires that schools must grow at least five points schoolwide and at least four points for each numerically significant subgroup to qualify. Our schools, however, should be commended for their tremendous effort to improve student learning.

Option 3

- Our schools did not meet their 2002–03 growth targets (Our schools met their 2002–03 schoolwide growth targets, but some of their student subgroup results missed the mark). Efforts our schools made last year to strengthen their instructional and assessment programs will help them make strides toward meeting this year's achievement goals.

- The list of indicators included in API calculations is growing. Growth API reports for our school(s) now include 2003 results of the California standards tests in English-language arts and mathematics (in grades two through eleven) and history-social science (in grades ten and eleven). Results of writing tests in grades four and seven also were used. This is in addition to the nationally norm-referenced test (NRT) results used to calculate the API in past years. Results of the standards tests in science and the California Alternate Performance Assessment (CAPA) are scheduled to be added to the 2003 Base API, which will be reported in January or February of 2004. The CAPA is an assessment for students with the most significant cognitive disabilities who are unable to take the STAR tests even with accommodations or modifications.

- In addition to STAR test results, the Growth API also includes results of the California High School Exit Examination (CAHSEE).

- The increased weight of the California standards tests and the addition of the CAHSEE in API calculations marks another milestone in aligning the state's assessment accountability system to what is being taught in California classrooms.

- Requiring all numerically significant student subgroups at our schools to reach 80 percent of their schoolwide growth target makes a strong statement that the achievement of all students is important.

- We have many (some) English learners in our schools who are required to take the STAR test in English, and their results are included in each school's API. As these students increase their proficiency in English, they also will increase their performance on these standardized tests.

- The staff, students, and parents at our school(s) continue to work together to improve the academic performance of all students, and their efforts receive full school district and board support. It takes everyone involved in our student's education to meet the challenges that lie ahead.

Sample Press Release for School Districts

Sample Press Release for School Districts

"The Academic Performance Index (API) has become an established part of the review our schools undertake each year to monitor the academic progress of all students," Superintendent _____ said today as (he or she) announced results of the 2002–03 Growth API reports for every school in the _____ District. "Many of our schools met their 2002–03 API growth targets, and one (or more) school(s) accomplished this annual goal for the fourth straight year."

The API is the cornerstone of the statewide accountability system for California public schools. The API Growth reports include the API, growth targets, and awards based on growth in the API. This year marks the fourth reporting cycle for the API, established through the Public Schools Accountability Act (PSAA) in 1999.

Results of the California standards tests (CSTs), given in 2002 and 2003 as part of the state's Standardized Testing and Reporting (STAR) program, were used to calculate each school's 2002 Base API and 2002–03 growth results. The CST results used in the API include English-language arts, mathematics, and history-social science. Results of the nationally norm-referenced California Achievement Test, Sixth Edition Survey (CAT/6), also part of the STAR program, were included in the calculations with a decreased weight. The California High School Exit Examination (CAHSEE) also was included in the 2002 Base API and 2003 Growth API. The same information used to calculate the schoolwide API is included for each numerically significant student subgroup at each school. The 2002–03 API Growth results for all schools are posted at <*http://api.cde.ca.gov*>. The use of the CAHSEE in the API is for school and district accountability requirements only and does not apply to passing the CAHSEE as a condition of graduation for individual students.

_____ noted, "Our school staffs use the STAR and/or CAHSEE results with other data about the academic achievement of their students as they work together to determine how best to improve student learning. The API provides a consistent measure for our schools as new federal accountability requirements are being introduced.

"In addition to the schools that met their targets, it is important that we also recognize the efforts of staff, families, and students at our schools that did not meet all of their targets for a variety of reasons," _____ said. Hopefully, all of our schools will meet their growth targets for the 2003–04 school year.

"The API for many (some) of our schools include STAR results for a large number of limited-English-proficient students who are required to take the tests in English," _____said. "As these students become more proficient in English, they will increase their performance on the STAR tests and help raise the API growth targets for their schools. Our goal is to ensure that all students meet the academic content standards established by the state."

Parents should direct their questions about the PSAA, school API scores, or school plans for increasing their school's academic performance to their students' school office. Every school in the district will be scheduling special parent information meetings. Dates and times for the meetings will be sent home from each school.

API Timeline

October 2003

- 2002–03 Academic Performance Index (API) Growth reports posted on the California Department of Education (CDE) Web site at <*http://api.cde.ca.gov*>. These reports include the 2003 API Growth, growth targets achieved/not achieved, subgroup data, awards eligibility, and median APIs of a school's similar schools. These reports do not include results of schools correcting 2003 Standardized Testing and Reporting (STAR) demographic data.

November 2003

- 2003 Adequate Yearly Progress (AYP) Phase II reports posted on the CDE Web site at <*http://ayp.cde.ca.gov*>.

December 2003

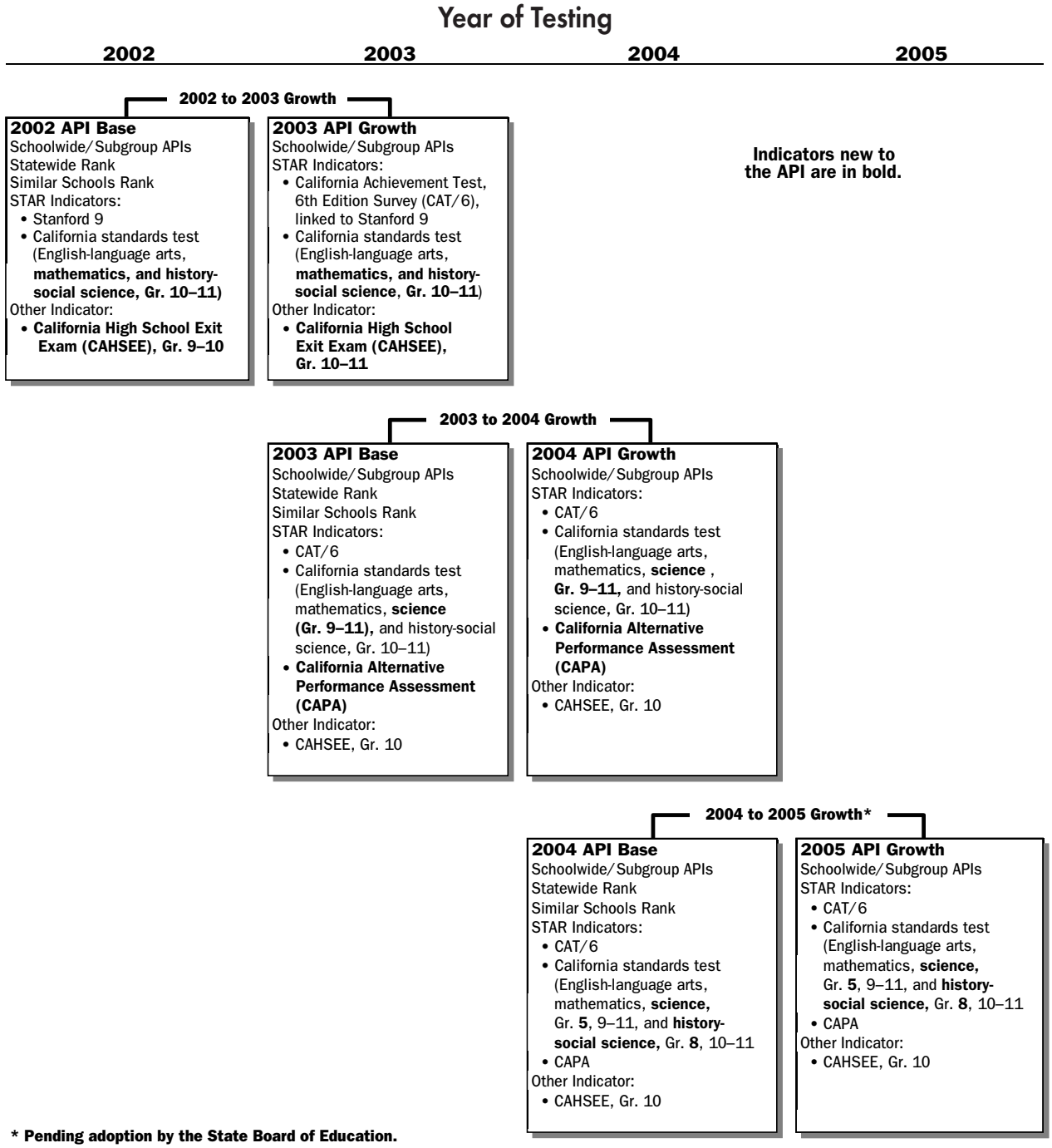
- Final 2002–03 API Growth Reports posted on the CDE Web site at <*http://api.cde.ca.gov*>. Final 2003 AYP Reports posted on the CDE Web site at <*http://ayp.cde.ca.gov*>. These API and AYP reports will include results of schools that corrected their 2003 STAR or California High School Exit Examination (CAHSEE) demographic data.

February 2004

- API Reports for 2003 API Base posted on the CDE Web site at <*http://api.cde.ca.gov*>. These reports will include the 2003 API Base, growth targets, subgroup data, and statewide and similar schools ranks. Content areas include all areas of the California Achievement Test, Sixth Edition Survey (CAT/6); the California standards test in English-language arts, mathematics, history-social science, and science; the CAHSEE; and the California Alternate Performance Assessment (CAPA).

API Reporting Cycles

An Academic Performance Index (API) reporting cycle consists of two components: (1) base information and (2) growth information. The base reports are provided each January or February and the growth reports are provided each fall.



*** Pending adoption by the State Board of Education.**

API Indicator Weights

The Academic Performance Index (API) Base is reported in January or February each year and is used to generate statewide and similar schools rankings as well as API growth targets. The API Growth (reported in the fall each year) is used to determine whether or not a school met its targets. The API Growth has the same indicator weights and is calculated in exactly the same manner as its corresponding API Base. The State Board of Education adopted the indicator weights for the 2002–03 API cycle on January 8, 2003 and for the 2003–04 API reporting cycle on June 11, 2003.

Elementary and Middle Schools (Grades Two through Eight)

Content Area	2000–01 API Cycle	2001–02 API Cycle		2002–03 API Cycle		2003–04 API Cycle	
	2000 API Base and 2001 API Growth	2001 API Base and 2002 API Growth		2002 API Base and 2003 API Growth		2003 API Base and 2004 API Growth	
	NRT	NRT	CST	NRT	CST	NRT	CST
English-Language Arts (ELA)							
NRT		24%		12%		12%	
(Reading)	30%	(12%)		(6%)		(6%)	
(Language)	15%	(6%)		(3%)		(3%)	
(Spelling)	15%	(6%)		(3%)		(3%)	
CST			36%		48%		48%
Mathematics							
NRT	40%	40%		8%		8%	
CST					32%		32%
TOTAL	**100%**	**64%**	**36%**	**20%**	**80%**	**20%**	**80%**

High Schools (Grades Nine through Eleven)

Content Area	2000–01 API Cycle	2001–02 API Cycle		2002–03 API Cycle			2003–04 API Cycle		
	2000 API Base and 2001 API Growth	2001 API Base and 2002 API Growth		2002 API Base and 2003 API Growth			2003 API Base and 2004 API Growth		
	NRT	NRT	CST	NRT	CST	CAHSEE	NRT	CST	CAHSEE
English-Language Arts (ELA)									
NRT		16%		6%			6%		
(Reading)	20%	(8%)		(3%)			(3%)		
(Language)	20%	(8%)		(3%)			(3%)		
CST			24%		35%			32%	
CAHSEE						10%			10%
Mathematics									
NRT	20%	20%		3%			3%		
CST					18%			16%	
CAHSEE						5%			5%
Science									
NRT	20%	20%		3%			3%		
CST								5%	
Social Science									
NRT	20%	20%							
CST					20%			20%	
TOTAL	**100%**	**76%**	**24%**	**12%**	**73%**	**15%**	**12%**	**73%**	**15%**

NRT = Norm-referenced test (Stanford 9 through 2002; CAT/6 beginning in 2003)
CST = California standards test
CAHSEE = California High School Exit Examination
Note: The California Alternate Performance Assessment (CAPA) will be included beginning with the 2003 API Base.

Schoolwide and Subgroup Growth Targets

To meet the Schoolwide Growth Target...

If the school's API (Base) is between 200 and 780 (Column A), the school's growth target is 5 percent of the distance between a school's API (Base) and the interim statewide performance target of 800. If the school's API (Base) is between 781 and 799 (Column B), the school's growth target is a one point gain. If the school's API (Base) is 800 or more (Column C), the school must maintain an API of at least 800 in order to meet its schoolwide growth target.

Schoolwide API (Base)

	200 to 780	**781 to 799**	**800 or more**
	A	**B**	**C**
Schoolwide Growth Target:	5% distance from the school API to 800	1 point gain	Maintain 800 or more

To Meet the Subgroup Growth Targets...

The growth targets for numerically significant subgroups will depend on the schoolwide API (Base). If the school's API (Base) is between 200 and 780 (Column A) **and** the subgroup API (Base) is between 200 to 799 (Row 1), the growth target for the subgroup is 80 percent of the schoolwide target[1]. If the school's API (Base) is 781 or more (Columns B and C) **and** the subgroup API (Base) is between 200 to 799 (Row 1), the growth target for the subgroup is a 1 point gain. Regardless of the school's API (Base), if the subgroup API (Base) is 800 or more (Row 2), the subgroup must maintain an API of at least 800 in order to meet its growth target.

Schoolwide API (Base)

			200 to 780	**781 to 799**	**800 or more**
			A	**B**	**C**
Subgroup Growth Target:	***Subgroup API (Base)***	**200 to 799**	**1**	80% of schoolwide target[1]	1 point gain
		800 or more	**2**	Maintain 800 or more	

For Awards Eligibility...

To be **eligible** for the Governor's Performance Award, a school must (1) meet or exceed its API schoolwide growth target or increase by five points, whichever is greater, and (2) meet or exceed its subgroup growth targets, or increase by four points whichever is greater.

[1] The subgroup growth target is 80% of the schoolwide growth target unless the subgroup growth target would exceed the distance from the subgroup API to 800. In these cases, the subgroup growth target equals the distance from the subgroup API to 800.

API Research Reports

The Public Schools Accountability Act (PSAA) of 1999 (Chapter 3, Statutes of 1999) requires that the State Superintendent of Public Instruction (SSPI), with approval of the State Board of Education (SBE), develop an Academic Performance Index (API) to measure the performance of schools. The law also provides for an Advisory Committee to assist the SSPI and the SBE in the creation of the API.

The PSAA Advisory Committee was established in 1999 and immediately formed a Technical Design Group (TDG), comprised of educational measurement specialists from universities, research organizations, and local educational agencies, to provide guidance on technical issues. The TDG produced the foundation analyses and recommendations for the creation of the *Framework for the Academic Performance Index* and *The 1999 Base Year Academic Performance Index (API).*

Guiding Principles of the API

The *Framework* contains guiding principles for creation and evolution of the API. The first and most primary guideline is that the API must be technically sound. "Given the high-stakes nature of the API, the many well-meaning educators, parents, and students who will be affected by the API will lose heart if it is not accurate or if it does not evolve in an orderly fashion from year to year." To that end, the TDG and PSAA Advisory Committee sought to base their policy recommendations to the greatest extent possible on analyses of existing data and simulations of proposed policy alternatives.

API Development and Accuracy

For every school in the state, the best possible decisions about the API are made using available data in the manner prescribed by law that follows uniform, carefully developed procedures. There is some degree of uncertainty attached to any accountability system, just as there is with any test score. There is variability in test scores depending not only on a student's ability, but also on a variety of factors affecting testing (conditions of test site, student's health, etc.). The accountability system summarizes scores from a multitude of students and, therefore, will inherently reflect their variability in performance. Nevertheless, test results are used to improve the quality of decisions, because better decisions can be made with them than without them. As recognized in the API guiding principles in the *Framework*, it is critical to strive toward the highest level of accuracy and technical stability that can be attained.

One misconception is that schools' observed API gains either can or cannot be trusted, depending on whether they fall within or outside of some "margin of error." This line of thinking would seem to suggest that only schools exceeding their targets by more than

the "margin of error" should receive rewards. However, if such a process were to be implemented, the result would amount to simply setting a different (and higher) target. Under such a rule, a school could still miss out on awards if it exceeded its target but fell one point short of its "margin of error." The difference between qualifying or not qualifying would still be subject to error. And, that kind of decision rule would result in vastly more errors than the system actually in place, because most schools that exceed their growth targets by even a single point have, in fact, met their goal.

While no accountability system can be 100 percent accurate, there is sound reason to believe that California's system is among the most reliable in the nation. California's system tests students in all grades from two through eleven, rather than a small sample of grades as in many other states, and it includes results from a number of different tests. The evolution of the API has been based on careful and balanced decision making by a broad spectrum of educational, technical, and policy specialists.

API Technical Reports

As API development has occurred over the years, technical analyses and reports have been produced to guide the policy recommendations submitted to the PSAA Advisory Committee and the SBE and to document statistical methodologies. Selected API technical reports are posted on the CDE's Web site at <*http://www.cde.ca.gov/psaa/apiresearch.htm*> under the following headings:

Program Information

Documents provided are about the School Characteristics Index (SCI) for Similar Schools Ranks. The 1999 document contains the full information about the calculation of the SCI, and the 2000 and 2001 documents contain supplemental information specific to each year.

Interpretive Notes Series

Analyses are prepared by Professor David Rogosa, Stanford University, examining the meaning of the API and year-to-year API growth.

Accuracy Reports

Analyses are prepared by Professor David Rogosa, Stanford University, examining the accuracy of the API and award program decision rules.

Additional Reports of Interest

Analyses are prepared by professors David Rogosa, Stanford University, and Edward Haertel, Stanford University, examining a variety of topics related to accountability.

Calculating 2002–03 Growth in the API

Calculating the 2003 API Growth

Introduction

The 2003 Academic Performance Index (API) Growth score is calculated in the same fashion with the same basic components and weights as the 2002 API Base. The 2003 API Growth score is derived from the following sources:

- Standardized Testing and Reporting (STAR) program:
  - Norm-referenced test (NRT)—all content areas tested [in 2003, California Achievement Test, 6th Edition Survey (CAT/6); in 2002, Stanford Achievement Test, Ninth Edition (Stanford 9)]
  - California English-Language Arts Standards Test (CST ELA), including the writing assessment at grades four and seven
  - California Mathematics Standards Test (CST Math)
  - California History-Social Science Standards Test (CST SS)—grades ten and eleven only

- California High School Exit Examination (CAHSEE)—grades ten and eleven only

Because the NRT changed from the Stanford 9 in 2002 to the CAT/6 in 2003, the state's STAR testing contractor, the Educational Testing Service (ETS), conducted a technical study that examined the relationship between the CAT/6 and the Stanford 9 national percentile ranks for the state. The results of this study are used in calculating the 2003 Growth APIs. These results include a linking table that is used to determine the appropriate performance bands for CAT/6 scores in order to include them in the 2003 API Growth. More information about the study and the tables used for the calculation of 2003 Growth APIs is located on the ETS Web site at <*http://www.startest.com/pdfs/linkstudy.pdf*>.

The State Board of Education (SBE) reduced the weight of the norm-referenced test (NRT) in the 2002–2003 API cycle as a result of the change from the Stanford 9 (used in the 2002 API Base calculations) to the CAT/6 (used in the 2003 API Growth calculations).

Schools must have valid STAR test scores from at least 100 pupils to obtain an API score. Small schools must have valid STAR scores from between 11 and 99 pupils to obtain a small schools API (an API with an asterisk).

The following 2002–03 API Growth reports have been added to comply with the federal No Child Left Behind (NCLB) requirements:

- School districts and schools in the Alternative Schools Accountability Model (ASAM) receive:
  - 2003 API Growth
  - 2002 API Base
  - Growth in the API from 2002 to 2003

  These school districts and ASAM schools do not receive growth targets or growth target information.

- Schools that have reported a significant demographic change between 2002 and 2003 testing receive:
  - 2003 API Growth
  - 2002 API Base

  These schools do not receive growth, growth targets, or growth target information.

- Schools that do not have a 2002 API Base report receive:
  - 2003 API Growth

  These schools do not receive 2002 API Base, growth, growth targets, or growth target information.

2003 API Growth Inclusion/Exclusion Rules

These rules do not affect the score a student receives; they are used solely in the calculation of the API reports at the school, district, or state level. The rules are applied to each content area separately. API rules may not always match summary report rules for Adequate Yearly Progress (AYP), STAR, or CAHSEE.

Definitions for accommodations and modifications changed between 2002 and 2003. As a result, the inclusion/exclusion rules for calculating the 2003 Growth and Base APIs will differ according to the type of inclusion or exclusion. The 2003 API Growth rules match the 2002 API Base rules because the two comprise the same 2002–03 API reporting cycle. The 2003 API Base will reflect the new 2003 definitions.[1]

Inclusion/Exclusion	Rule
Mobility	If a student has been continuously enrolled in a district from the 2002 October California Basic Educational Data Systems (CBEDS) date to the testing date, the student is counted in the school API and in the district API.
Out-of-Level	**CAT/6** ■ One or two grades out-of-level • Scores of no more than two levels out ARE included.[2] ■ Inappropriate out-of-level[3] • IS NOT included. **CST** ■ Any below level result IS included but assigned a weight of 200, except for grade level eight through ten CST Mathematics tests, which use grade eight through eleven "CST Mathematics Rules" (see page 19). **CAHSEE** ■ Out-of-level testing does not apply to CAHSEE.
Accommodations	**CAT/6** ■ IS NOT included. **CST or CAHSEE** ■ IS included. CAT/6 and CST accommodations include the following: ■ All content areas • Student is an English learner enrolled in the school district fewer than 12 months who used accommodations for the test. • Student was tested in Braille • Student was tested with accommodations specified in a 504 Plan. • Student was tested with accommodations specified in an Individualized Education Program (IEP). • Student used extended time for one or more of the CAT/6 tests.

[1] The new definitions were adopted by the State Board of Education in November 2002. These new policies are posted on the CDE Web site at <*http://www.cde.ca.gov/spbranch/sed/resource.htm*>.

[2] National percentile rank (NPR) scores adjusted to the appropriate grade level by the testing contractor.

[3] Inappropriate out-of-level includes students tested out-of-level in grades two through four or students in grades five through eleven tested more than two grade levels out or above level. Inappropriate out-of-level on the CAT/6 is counted in summary reports as "Not Tested" in the STAR summary reports.

Inclusion/Exclusion	Rule
Accommodations (continued)	CAHSEE accommodations include the following: ■ English-language arts (ELA) and Mathematics • Braille • Large Print • Directions Read Aloud or Signed • Other (Presentation) • Marked Answers in Test Booklet • Scribe Marked Answer Document • Other (Response) • Additional Time (beyond the school day) • Additional Breaks • Other (Scheduling) ■ Mathematics • Audio presentation for Mathematics
Modifications	**CAT/6 or CAHSEE** ■ IS NOT included. **CST** ■ IS included. CAT/6 and CST modifications include the following: ■ CAT/6 Reading and Language/CST ELA • Reading/English Language Arts–test examiner read passages or questions aloud or signed them for the deaf. ■ CAT/6 Mathematics/CST Mathematics • Math tests–student used a calculator, arithmetic tables, or mathematics manipulatives. ■ CAT/6 Reading, Language, and Spelling/CST ELA • Reading/Language/Spelling tests–student used a dictionary, glossary, word book or word list. ■ All Content Areas, CAT/6 and CST • Student used unique modifications not listed. CAHSEE modifications include the following: ■ Mathematics • Use of a calculator ■ ELA • Audio presentation for English-Language Arts ■ ELA and Mathematics • Other
Student records with no scores	
1. CAT/6 or CST Parent Exemptions (by content area)	**CAT/6 or CST** ■ IS NOT included for the specific content area.
2. CAT/6 or CST Students Not Tested (all content areas)	**CAT/6 or CST** ■ If one or more of the choices for "Students Not Tested" are marked on the student answer document, the entire student record IS NOT included. "Students Not Tested" choices include the following: ■ Student has significant disability and was assessed with the California Alternate Performance Assessment (CAPA) ■ Student was exempt from all tests by parent request. ■ Student was absent for the school's entire testing window.

Inclusion/Exclusion	Rule
3. CAT/6 or CST Not Tested, Zero Attempted	**CAT/6 or CST** ■ Record does not have scores on other STAR tests • IS NOT included ■ Record has scores on other STAR tests • IS NOT included, with the exception of grades ten through eleven CST Mathematics, which is assigned a weight of 200.
4. CAT/6 or CST Incomplete, Some Attempted	**CAT/6** ■ IS NOT included **CST** ■ Students who tested below level • IS included but assigned a weight of 200. ■ Students who tested at grade level • IS NOT included, with the exception of grades ten and eleven CST Mathematics which is assigned a weight of 200.
5. CST Invalid Math Test, Grade Levels Eight through Eleven CST Math	**CST** ■ IS NOT included.
6. CAHSEE Other	**CAHSEE** ■ A grade ten student record showing "CAHSEE not taken," including Incomplete scores, IS NOT included. See below for performance level weights for CAHSEE.
Irregularities	Student records showing a student or adult test irregularity IS NOT included.
Unmatched Scores	**Grades Four and Seven Writing** ■ IS NOT included. **Grades Two and Three CST and CAT/6** ■ Both CST and CAT/6 scores ARE included in the API. For determining number tested and enrollment, only the CST is counted.

CST Mathematics Rules, Grades Eight through Eleven

CST Mathematics Rules, Grades Eight through Eleven
2002–03 API Growth

1. Students in grade eight or nine who took the California General Mathematics Standards Test (CGMST)	■ To adjust for the difference in grade level standards, the API performance level weights for results from the CGMST are adjusted for the API calculation. • Grade eight – Performance level of the student record is lowered by **one** performance level • Grade nine – Performance level of the student record is lowered by **two** performance levels
2. Students in grade ten or eleven who took no CST Mathematics	■ Performance level of the student record is assigned a weight of 200 (The weight of 200 will extend to grades eight through eleven for the 2003 API Base.)

Performance Level Weights for CAHSEE

Performance Level Weights for CAHSEE
2002–03 API Growth

Codes	2003 API Growth Performance Level Weights (Grades Ten and Eleven)
P = Passed	1000
N = Not passed	200 (grade ten only)
I = Modification/CAHSEE not taken	Not included
A = Absent	Not included
C = Irregularities	200
H = Pending	Not included
T = Previously passed	Not included

2003 API Growth Participation Rate Calculation

The participation rate is calculated in each content area for each school and school district and for each numerically significant subgroup.

Formula for 2003 API Growth Participation Rate

Sum of the number tested on any of the following tests:
NRT (CAT/6) and CST, grades two through eleven

STAR enrollment first day of testing, grades two through eleven
- Less number of parent exemptions
- Less number of students taking CAPA

School Type

For the 2002–03 API Growth reports, a school's type (elementary, middle, high) is the same school type as that used for the 2002 API Base report. The criteria for defining school type for 2002 and 2003 were established by the California Department of Education (CDE) for the 2002–03 API reporting cycle and are described on the CDE Web site

at <*http://www.cde.ca.gov/psaa/api/api0203/base/schdsgn.htm*>. Questions concerning school type should be directed to CDE's Educational Planning and Information Center (EPIC) at (916) 319-0863 or <*epic@cde.ca.gov*>.

Districts and ASAM Schools

In July 2003, 2002 API Base reports were provided for school districts and schools in the Alternative Schools Accountability Model (ASAM) in order to comply with the requirements of the No Child Left Behind Act (NCLB). These reports provide school districts and ASAM schools with API Base information only and do not provide API growth targets. The 2002–03 API Growth reports for school districts and ASAM schools provide a 2003 Growth API score and growth in the API between 2002 and 2003 but do not provide growth target information.

The 2003 API Growth for a school district or an ASAM school is calculated in exactly the same way as for a school. The API for a school district with grade configurations that include both grades two through eight and nine through eleven is the average of the APIs for the grade configuration segments weighted by the number of pupils with valid STAR scores in the segments. For example, for a kindergarten through grade twelve school district, the API is the weighted average of the APIs for grades two through six, seven through eight, and nine through eleven.

2002–03 API Cycle Scale Calibration Factors (SCFs)

The Scale Calibration Factor (SCF) provides a positive or negative adjustment to a base year API score each year in order to maintain consistency in the statewide API scale from one API reporting cycle to the next. Simply put, the calculation of the SCF for the 2002–03 API reporting cycle is the difference between the statewide average 2002 API Growth and the statewide average 2002 API Base. SCFs are calculated separately for elementary schools (grades two through six), middle schools (grades seven through eight), and high schools (grades nine through eleven). The SCF for each numerically significant subgroup API at a school is the same as the schoolwide SCF.

The SCF is the same for the 2002 API Base and the 2003 API Growth as shown in the following table:

2002–03 API Reporting Cycle
Scale Calibration Factors (SCFs)

Grade Levels	SCF
Grades 2–6	16.66
Grades 7–8	28.48
Grades 9–11	–10.84

The SCF for a school or school district with grade configurations that include combinations of grades two through six, seven through eight, and/or nine through eleven is the average of the SCFs for the grade configuration segments weighted by the number of pupils with valid STAR scores in the segments. For example, for a kindergarten through grade twelve school district, the SCF is the weighted average of the SCFs for grades two through six, seven through eight, and nine through eleven.

Calculating the 2003 API Growth

Example: Elementary School (Grades Two through Six)

The 2003 API Growth score for an elementary school (grades two through six) is calculated in the same fashion with the same basic components and weights as the 2002 API Base. The 2003 API Growth score for grades two through six is derived from the following sources:

- 2003 STAR program:
  - Norm-referenced test (NRT)— CAT/6 in reading, language, spelling, and mathematics.
  - CST in English-language arts (CST ELA), including the writing assessment at grade four
  - CST in mathematics (CST Math)

California Achievement Test, 6th Edition Survey (CAT/6)

- **Step 1:** Apply inclusion/exclusion rules. For the CAT/6 results, determine the percentage of pupils scoring within prescribed performance bands for a particular content area, in this case for reading. In this example, 13 percent of the school's pupils score in Performance Band 5 (between the 80–99th linked NPR) in reading.

- **Step 2:** For each performance band, multiply the Weighting Factor by the Percent of Pupils in Each Band to obtain the Weighted Score in Each Band. In this example for reading, the Weighted Score for pupils scoring in Performance Band 5 (between the 80–99th linked NPR) is 130.

Reading

A		B	C	D
Performance Levels		Weighting Factors	Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)
5	80-99th NPR	1000	13%	130.00
4	60-79th NPR	875	20%	175.00
3	40-59th NPR	700	29%	203.00
2	20-39th NPR	500	20%	100.00
1	1-19th NPR	200	18%	36.00

a	Indicator Score	644.00
x		
b	Indicator Weight	6%
=		
c	Total Weighted Score for Indicator	38.64

NPR = National Percentile Rank (linked)

- **Step 3:** Repeat Steps 1 through 2 for each remaining content area.

A		B	Language E	Language F	Spelling G	Spelling H	Mathematics K	Mathematics L
Performance Levels		Weighting Factors	Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)	Weighted Score in Each Band	Weighted Score in Each Band (B x G)	Weighted Score in Each Band	Weighted Score in Each Band (B x K)
5	80-99th NPR	1000	17%	170.00	12%	120.00	19%	190.00
4	60-79th NPR	875	20%	175.00	19%	166.25	30%	262.50
3	40-59th NPR	700	30%	210.00	32%	224.00	22%	154.00
2	20-39th NPR	500	19%	95.00	24%	120.00	16%	80.00
1	1-19th NPR	200	14%	28.00	13%	26.00	13%	26.00

a	Indicator Score		678.00		656.25		712.50
b	Indicator Weight		3%		3%		8%
c	Total Weighted Score for Indicator	+	20.34	+	19.69	+	57.00

- **Step 4:** Sum the weighted scores across performance bands to obtain the Indicator Score. In this example for reading, the total Indicator Score is 644.

- **Step 5:** Multiply the Indicator Score by its Indicator Weight to obtain the Total Weighted Score for Indicator (a x b = c). In this example for reading, the Total Weighted Score for the Indicator is 38.64.

Reading

A		B	C	D
Performance Levels		Weighting Factors	Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)
5	80-99th NPR	1000	13%	130.00
4	60-79th NPR	875	20%	175.00
3	40-59th NPR	700	29%	203.00
2	20-39th NPR	500	20%	100.00
1	1-19th NPR	200	18%	36.00

Indicator Score	a	644.00
Indicator Weight	x b	6%
Total Weighted Score for Indicator	= c	38.64

NPR = National Percentile Rank (linked)

- **Step 6:** Repeat Steps 4 and 5 for each remaining content area.

Reading		Language		Spelling		Mathematics	
C	D	E	F	G	H	K	L
Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)	Weighted Score in Each Band	Weighted Score in Each Band (B x G)	Weighted Score in Each Band	Weighted Score in Each Band (B x K)
13%	130.00	17%	170.00	12%	120.00	19%	190.00
20%	175.00	20%	175.00	19%	166.25	30%	262.50
29%	203.00	30%	210.00	32%	224.00	22%	154.00
20%	100.00	19%	95.00	24%	120.00	16%	80.00
18%	36.00	14%	28.00	13%	26.00	13%	26.00
a	644.00		678.00		656.25		712.50
x b	6%		3%		3%		8%
= c	38.64	+	20.34	+	19.69	+	57.00

California Standards Test Results

- **Step 7:** Apply inclusion/exclusion rules. For the CST in English-language arts results, determine the percentage of pupils scoring within prescribed performance levels. In this example for CST ELA, 8 percent of the school's pupils score is in the Advanced performance level.

English Language Arts

A		B	C	D
Performance Levels		Weighting Factors	Percent of Pupils in Each Level	Weighted Score in Each Level (B x C)
5	Advanced	1000	8%	80.00
4	Proficient	875	23%	201.25
3	Basic	700	35%	245.00
2	Below Basic	500	21%	105.00
1	Far Below Basic	200	13%	26.00

a Indicator Score	a	657.25
b Indicator Weight	x b	48%
c Total Weighted Score for Indicator	= c	315.48

- **Step 8:** For each performance level, multiply the Weighting Factor by the Percent of Pupils in Each Level to obtain the Weighted Score in Each Level. In this example, the Weighted Score for pupils scoring in the Advanced level is 80.

- **Step 9:** Sum the weighted scores across performance levels to obtain the Indicator Score. In this example, the Indicator Score is 657.25.

- **Step 10:** Multiply the Indicator Score by its Indicator Weight to obtain the Total Weighted Score for Indicator (a x b = c). In this example, the Total Weighted Score for Indicator for the CST ELA is 315.48.

- **Step 11:** Repeat Steps 7 through 10 for CST in mathematics results.

Scale Calibration Factor (SCF)

- **Step 12:** Obtain the Scale Calibration Factor (SCF) for the elementary school type (grades two through six) determined by the CDE for the 2003 API Growth. The SCF for the 2003 API Growth is the same value used for the 2002 API Base, 16.66.

2003 API Growth Scale Calibration Factor (SCF) Grades 2-6
16.66

Sum to Obtain 2003 API Growth

- **Step 13:** Sum the Total Weighted Scores for indicators and the SCF. The sum will be the 2003 API Growth for the school.

California Standards Test (CST)

A		B	English Language Arts C	English Language Arts D	Mathematics E	Mathematics F
Performance Levels		Weighting Factors	Percent of Pupils in Each Level	Weighted Score in Each Level (B x C)	Percent of Pupils in Each Level	Weighted Score in Each Level (B x E)
5	Advanced	1000	8%	80.00	9%	90.00
4	Proficient	875	23%	201.25	22%	192.50
3	Basic	700	35%	245.00	33%	231.00
2	Below Basic	500	21%	105.00	22%	110.00
1	Far Below Basic	200	13%	26.00	14%	28.00
a Indicator Score			a	657.25		651.50
b Indicator Weight			x b	48%		32%
c Total Weighted Score for Indicator			= c	315.48	+	208.48

California Achievement Test, 6th Edition (CAT/6)

A		B	English-Language Arts (ELA) Reading C	Reading D	Language E	Language F	Spelling G	Spelling H	Mathematics K	Mathematics L
Performance Levels		Weighting Factors	Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x K)
5	80-99th NPR	1000	13%	130.00	17%	170.00	12%	120.00	19%	190.00
4	60-79th NPR	875	20%	175.00	20%	175.00	19%	166.25	30%	262.50
3	40-59th NPR	700	29%	203.00	30%	210.00	32%	224.00	22%	154.00
2	20-39th NPR	500	20%	100.00	19%	95.00	24%	120.00	16%	80.00
1	1-19th NPR	200	18%	36.00	14%	28.00	13%	26.00	13%	26.00
a Indicator Score			a	644.00		678.00		656.25		712.50
b Indicator Weight			x b	6%		3%		3%		8%
c Total Weighted Score for Indicator			= c	38.64	+	20.34	+	19.69	+	57.00

Scale Calibration Factor	2003 API Growth
+ 16.66	= 676

Additional calculation rules:

- The API is the sum of the Indicator Scores and SCF rounded to the nearest whole number.

- The API for schools with grade configurations that include both grades six and seven or eight and nine is the average of the APIs for the grade configuration segments weighted by the number of pupils with valid STAR scores in the segments. For example, for a kindergarten through grade eight school, the API is the weighted average of the APIs for grades two through six and grades seven through eight.

Example: 2003 API Growth for an Elementary School (Grades Two through Six)

California Standards Test (CST)

A		B	English Language Arts C	English Language Arts D	Mathematics E	Mathematics F
Performance Levels		Weighting Factors	Percent of Pupils in Each Level	Weighted Score in Each Level (B x C)	Percent of Pupils in Each Level	Weighted Score in Each Level (B x E)
5	Advanced	1000	8%	80.00	9%	90.00
4	Proficient	875	23%	201.25	22%	192.50
3	Basic	700	35%	245.00	33%	231.00
2	Below Basic	500	21%	105.00	22%	110.00
1	Far Below Basic	200	13%	26.00	14%	28.00
a	Indicator Score			657.25		651.50
b	Indicator Weight			48%		32%
c	Total Weighted Score for Indicator			315.48	+	208.48

	ELA	Math
Content area weights Calif. Standards Test CST	48%	32%
Content area weights CAT/6 NRT	12%	8%
Portion of API	60%	40%

California Achievement Test, 6th Edition (CAT/6)

A		B	English-Language Arts (ELA) Reading C	Reading D	Language E	Language F	Spelling G	Spelling H	Mathematics I	Mathematics J
Performance Levels		Weighting Factors	Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x I)
5	80-99th NPR	1000	13%	130.00	17%	170.00	12%	120.00	19%	190.00
4	60-79th NPR	875	20%	175.00	20%	175.00	19%	166.25	30%	262.50
3	40-59th NPR	700	29%	203.00	30%	210.00	32%	224.00	22%	154.00
2	20-39th NPR	500	20%	100.00	19%	95.00	24%	120.00	16%	80.00
1	1-19th NPR	200	18%	36.00	14%	28.00	13%	26.00	13%	26.00
a	Indicator Score			644.00		678.00		656.25		712.50
b	Indicator Weight			6%		3%		3%		8%
c	Total Weighted Score for Indicator			38.64	+	20.34	+	19.69	+	57.00

Scale Calibration Factor: 16.66 = **2003 API Growth: 676**

NPR = National Percentile Rank (linked)

Calculating the 2003 API Growth

Example: Middle School (Grades Seven through Eight)

The 2003 API Growth score for middle school (grades seven through eight) is calculated in the same fashion with the same basic components and weights as the 2002 API Base. The 2003 API Growth score for grades seven through eight is derived from the following sources:

- 2003 STAR program:
  - Norm-referenced test (NRT)— CAT/6 in reading, language, spelling, and mathematics
  - CST in English-language arts (CST ELA), including the writing assessment at grade seven
  - CST in mathematics (CST Math)

The methodology for calculating the 2003 API Growth for a middle school (grades seven through eight) is the same as the methodology used for an elementary school except that the Scale Calibration Factor (SCF) will be different. The same inclusion/exclusion and calculation rules as that for elementary schools are applied.

California Achievement Test, 6th Edition (CAT/6) Results

- **Step 1:** Apply inclusion/exclusion rules. For the CAT/6 results, determine the percentage of pupils scoring within prescribed performance bands for a content area (i.e., reading).
- **Step 2:** For each performance band, multiply the Weighting Factor by the Percent of Pupils in Each Band to obtain the Weighted Score in Each Band.
- **Step 3:** Repeat Steps 1 and 2 for each remaining content area (i.e., language, spelling, mathematics).
- **Step 4:** Sum the weighted scores across performance bands to obtain the Indicator Score for a content area (i.e., reading).
- **Step 5:** Multiply the Indicator Score by its Indicator Weight to obtain Total Weighted Score for Indicator.
- **Step 6:** Repeat Steps 4 and 5 for each remaining content area (i.e., language, spelling, mathematics).

California Standards Test Results

- **Step 7:** For the CST in English-language arts results, determine the percentage of pupils scoring within prescribed performance levels.

- **Step 8:** For each performance level, multiply the Weighting Factor by the Percent of Pupils in Each Level to obtain the Weighted Score in Each Level.
- **Step 9:** Sum the weighted scores across performance levels to obtain the Indicator Score.
- **Step 10:** Multiply the Indicator Score by its Indicator Weight to obtain the Total Weighted Score for Indicator.
- **Step 11:** Repeat Steps 7 through 10 for CST in mathematics results.

Scale Calibration Factor (SCF)

- **Step 12:** Obtain the Scale Calibration Factor (SCF) for the middle school type (grades seven through eight) determined by the CDE for the 2003 API Growth. The SCF for the 2003 API Growth is the same value used for the 2002 API Base, **28.48**.

Sum to Obtain 2003 API Growth

- **Step 13:** Sum the Total Weighted Scores for Indicators and the SCF. The sum will be the 2003 API Growth for the school.

Example: 2003 API Growth for a Middle School (Grades Seven through Eight)

California Standards Test (CST)

A		B	English Language Arts C	English Language Arts D	Mathematics E	Mathematics F
Performance Levels		Weighting Factors	Percent of Pupils in Each Level	Weighted Score in Each Level (B x C)	Percent of Pupils in Each Level	Weighted Score in Each Level (B x E)
5	Advanced	1000	8%	80.00	9%	90.00
4	Proficient	875	23%	201.25	23%	201.25
3	Basic	700	35%	245.00	34%	238.00
2	Below Basic	500	21%	105.00	20%	100.00
1	Far Below Basic	200	13%	26.00	14%	28.00

	ELA	Math
Content area weights Calif. Standards Test CST	48%	32%
Content area weights CAT/6 NRT	12%	8%
Portion of API	60%	40%

		ELA		Math	
a Indicator Score	a	657.25		657.25	
b Indicator Weight	x b	48%		32%	
c Total Weighted Score for Indicator	= c	315.48	+	210.32	+

California Achievement Test, 6th Edition (CAT/6)

A		B	English-Language Arts (ELA) Reading C	Reading D	Language E	Language F	Spelling G	Spelling H	Mathematics I	Mathematics J
Performance Bands		Weighting Factors	Percent of Pupils in Each Level	Weighted Score in Each Level (B x C)	Percent of Pupils in Each Level	Weighted Score in Each Level (B x E)	Percent of Pupils in Each Level	Weighted Score in Each Level (B x G)	Percent of Pupils in Each Level	Weighted Score in Each Level (B x I)
5	80-99th NPR	1000	6%	60.00	17%	170.00	11%	110.00	16%	160.00
4	60-79th NPR	875	26%	227.50	23%	201.25	23%	201.25	25%	218.75
3	40-59th NPR	700	33%	231.00	28%	196.00	24%	168.00	22%	154.00
2	20-39th NPR	500	20%	100.00	19%	95.00	20%	100.00	21%	105.00
1	1-19th NPR	200	15%	30.00	13%	26.00	22%	44.00	16%	32.00

												2003 API Growth
a Indicator Score	a	648.50		688.25		623.25		669.75	Scale Calibration Factor			
b Indicator Weight	x b	6%		3%		3%		8%				
c Total Weighted Score for Indicator	= c	38.91	+	20.65	+	18.70	+	53.58	+	28.48	=	686

NPR = National Percentile Rank (linked)

Calculating the 2003 API Growth

Example: High School (Grades Nine through Eleven)

The 2003 API Growth score for a high school (grades nine through eleven) is calculated in the same fashion with the same basic components and weights as the 2002 API Base. The 2003 API Growth score for grades nine through eleven is derived from the following sources:

- 2003 STAR program:
  - Norm-referenced test (NRT)— CAT/6 reading, language, mathematics, and science
  - CST in English-language arts (CST ELA)
  - CST in mathematics (CST Math)
  - CST in history-social science (CST SS)—grades ten through eleven
- CAHSEE—grades ten and eleven

The basic methodology for calculating the 2003 API Growth for a high school (grades nine through eleven) is the same as the methodology used for an elementary or middle school except that the content areas tested, Indicator Weights, and Scale Calibration Factor (SCF) are different. In addition, the performance levels for the CAHSEE have only two designations: pass or no pass. The same inclusion/exclusion and calculation rules as that for elementary and middle schools are applied.

California Achievement Test, 6th Edition (CAT/6) Results

- **Step 1:** Apply inclusion/exclusion rules. For the CAT/6 results, determine the percentage of pupils scoring within prescribed performance bands for a content area (i.e., reading).
- **Step 2:** For each performance band, multiply the Weighting Factor by the Percent of Pupils in Each Band to obtain the Weighted Score in Each Band.
- **Step 3:** Repeat Steps 1 and 2 for each remaining content area (i.e., language, mathematics, science, and social science).
- **Step 4:** Sum the weighted scores across performance bands to obtain the Indicator Score for a content area (i.e., reading).
- **Step 5:** Multiply the Indicator Score by its Indicator Weight to obtain Total Weighted Score for Indicator.
- **Step 6:** Repeat Steps 4 and 5 for each remaining content area (i.e., language, mathematics, science, and history-social science).

California Standards Test Results

- **Step 7:** For the CST in English-language arts results, determine the percentage of pupils scoring within prescribed performance levels.

- **Step 8:** For each performance level, multiply the Weighting Factor by the Percent of Pupils in Each Level to obtain the Weighted Score in Each Level.

- **Step 9:** Sum the weighted scores across performance levels to obtain the Indicator Score.

- **Step 10:** Multiply the Indicator Score by its Indicator Weight to obtain the Total Weighted Score for Indicator.

- **Step 11:** Repeat Steps 7 through 10 for CST in mathematics results and CST in history-social science results (grades ten through eleven only).

California High School Exit Examination (CAHSEE)

- **Step 12:** Apply inclusion/exclusion rules. For the CAHSEE results, determine the percentage of tenth and eleventh grade pupils passing and the percentage of tenth grade pupils not passing in 2003. The denominator in the percentage calculations is the number of tenth grade test takers and eleventh grade passers.

- **Step 13:** For "Pass" and "No Pass," multiply the Weighting Factor by the percent of pupils in each category.

- **Step 14:** Sum the weighted scores across categories to obtain the Indicator Score.

- **Step 15:** Multiply the Indicator Score by its Indicator Weight to obtain the Total Weighted Score for Indicator.

Scale Calibration Factor (SCF)

- **Step 16:** Obtain the Scale Calibration Factor (SCF) for the high school type (grades nine through eleven) determined by the CDE for the 2003 API Growth. The SCF for the 2003 API Growth is the same value used for the 2002 API Base, **–10.84**.

Sum to Obtain 2003 API Growth

- **Step 17:** Sum the Total Weighted Scores for Indicators and the SCF. The sum will be the 2003 API Growth for the school.

Additional calculation rules, grades nine through eleven for the CST in Mathematics:

The California General Mathematics Standards Test (CGMST) is given to all eighth or ninth graders not taking one of the other mathematics standards tests and is based on sixth and seventh grade academic content standards. To adjust for the difference in content standards, the API performance level weights for results from the CGMST will be calculated by mapping eighth and ninth grade performance on the CGMST to the grade seven CST in Mathematics performance levels, lowering the API credit by one performance level for eighth graders and two performance levels for ninth graders. This will limit the top performance level weight of eighth graders to 875 and of ninth graders to 700.

In order for the API to account for students who take no CST in Mathematics, a credit of 200 will be assigned for the performance level weighting factor for any student record without a CST in Mathematics performance level in grades ten and eleven.

Example: 2003 API Growth for a High School (Grades Nine through Eleven)

California Standards Test (CST)

A		B	English Language Arts C	English Language Arts D	Mathematics E	Mathematics F	Social Science G	Social Science H
	Performance Levels	Weighting Factors	Percent of Pupils in Each Level	Weighted Score in Each Level (B x C)	Percent of Pupils in Each Level	Weighted Score in Each Level (B x E)	Percent of Pupils in Each Level	Weighted Score in Each Level (B x E)
5	Advanced	1000	8%	80.00	9%	90.00	5%	50.00
4	Proficient	875	23%	201.25	20%	175.00	17%	148.75
3	Basic	700	35%	245.00	32%	224.00	35%	245.00
2	Below Basic	500	21%	105.00	23%	115.00	28%	140.00
1	Far Below Basic	200	13%	26.00	10%	20.00	15%	30.00
1	Untested*	200	N/A	N/A	6%	12.00	N/A	N/A
a	Indicator Score			657.25		636.00		613.75
b	Indicator Weight			35%		18%		20%
c	Total Weighted Score for Indicator			230.04	+	114.48	+	122.75

* "Untested" applies to grade ten and eleven CST in Mathematics only

California High School Exit Examination (CAHSEE)

A		B	English-Language Arts C	English-Language Arts D	Mathematics E	Mathematics F
	Perfor-mance Levels	Weighting Factors	Percent of Pupils in Each Level	Weighted Score in Each Level (B x C)	Percent of Pupils in Each Level	Weighted Score in Each Level (B x E)
	Pass	1000	54%	540.00	43%	430.00
	No Pass	200	46%	92.00	57%	114.00
a	Indicator Score			632.00		544.00
b	Indicator Weight			10%		5%
c	Total Weighted Score for Indicator			63.20	+	27.20

California Achievement Test, 6th Edition (CAT/6)

A		B	English-Language Arts (ELA) Reading C	Reading D	Language E	Language F	Mathematics G	Mathematics H	Science I	Science J
	Performance Bands	Weighting Factors	Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)	Percent of Pupils in Each Level	Weighted Score in Each Level (B x E)	Percent of Pupils in Each Level	Weighted Score in Each Level (B x G)	Percent of Pupils in Each Level	Weighted Score in Each Level (B x I)
5	80-99th NPR	1000	9%	90.00	12%	120.00	21%	210.00	14%	140.00
4	60-79th NPR	875	17%	148.75	26%	227.50	21%	183.75	22%	192.50
3	40-59th NPR	700	23%	161.00	23%	161.00	20%	140.00	22%	154.00
2	20-39th NPR	500	23%	115.00	22%	110.00	19%	95.00	21%	105.00
1	1-19th NPR	200	28%	56.00	17%	34.00	19%	38.00	21%	42.00
a	Indicator Score			570.75		652.50		666.75		633.50
b	Indicator Weight			3%		3%		3%		3%
c	Total Weighted Score for Indicator			17.12	+	19.58	+	20.00	+	19.01

	ELA	Math	Sci	Soc Sci
CST	35%	18%		20%
CAHSEE	10%	5%		
CAT/6 NRT	6%	3%	3%	
Portion of API	51%	26%	3%	20%

	Scale Calibration Factor	2003 API Growth
	-10.84	623

NPR = National Percentile Rank (linked)

Calculating 2002–03 Growth Targets

2002–03 Schoolwide Growth Target

The 2002–03 schoolwide growth target is calculated as five percent of the distance between a school's 2002 API Base and the statewide interim performance target of 800, rounded to the nearest whole number. The target is based on the school's 2002 API Base. Schools in the Alternative Schools Accountability Model (ASAM) and school districts do not receive growth targets or growth target information.

- **Step 1:** To calculate the growth target for a school with an API Base below 800, first find the distance between the school's 2002 API Base and the statewide target. In this example, 800 – 679 = 121.
- **Step 2:** To obtain the growth target, multiply the result of Step 1 by five percent. This result is rounded to the nearest whole number. In this example, 121 x 5% = 6.
- **Step 3:** To obtain the school's 2003 performance target (i.e., API Target), add the 2002 API Base to the 2002–03 Growth Target. In this example, 679 + 6 = 685.

School Scores			
A	B	C	D
School's 2002 API Base	Distance Between 2002 API Base and Statewide Target of 800 (800 - A)	2002–03 Growth Target: 5% of Distance to Statewide Target (B x 5%)	Performance Target for 2003 (A + C)
679	121	6	685

Note: For any school with an API Base below 800, the minimum growth target is at least one point. Any school with an API Base of 800 or more must maintain an API of at least 800 in order to meet its growth target.

2002–03 Subgroup Growth Targets

Subgroup Growth Targets for Comparable Improvement

The API shall be used to demonstrate comparable improvement in academic achievement by all numerically significant ethnic and socioeconomically disadvantaged subgroups within schools. "Numerically significant" means the subgroup has (1) at least 30 pupils with valid Standardized Testing and Reporting (STAR) scores and at least 15 percent of a school's tested enrollment or (2) at least 100 pupils with valid STAR scores (even if less than 15 percent of the school's tested enrollment). A "socioeconomically disadvantaged" pupil does not have a parent who has received a high school diploma **or** the pupil participates in the free- or reduced-price lunch program. The subgroup growth target will be calculated for each subgroup as 80 percent of the schoolwide growth target.

- **Step 1:** Determine which subgroups in the school are numerically significant for 2002. In this example, the African American, Hispanic, and White ethnic groups and the socioeconomically disadvantaged pupil population are numerically significant subgroups within this school.

School Populations	Valid 2002 STAR Pupil Test Scores	Percent of total	Is the subgroup numerically significant?
Schoolwide	310	100%	n/a
Subgroups			
• African American (not of Hispanic origin)	47	15%	**yes**
• American Indian or Alaska Native	0	0%	no
• Asian	16	5%	no
• Filipino	3	1%	no
• Hispanic or Latino	126	41%	**yes**
• Pacific Islander	0	0%	no
• White (not of Hispanic origin)	60	19%	**yes**
• Socioeconomically disadvantaged	190	61%	**yes**

- **Step 2:** Determine the 2002 API Base for each subgroup. The subgroup APIs are calculated in the same way as the schoolwide APIs. The Scale Calibration Factor (SCF) for each subgroup API is the same as the SCF for the schoolwide API. In this example, the subgroup API for African American is 740, for Hispanic is 748, for White is 658, and for Socioeconomically disadvantaged is 587.

- **Step 3:** The growth target for each numerically significant subgroup is 80 percent of the schoolwide target. Multiply 80 percent by the schoolwide target. The result is rounded to the nearest whole number. In this example the schoolwide target is 6; therefore, 80% x 6 = 5.

	School and Subgroup Scores			
	A	B	C	D
	2002 API Base	Schoolwide Target: 5% Distance to Statewide Target ((800 - A) x 5%)	Subgroup Growth Target: 80% of Schoolwide Target (B x 80%)	Performance Target for 2003 (A + C)
Schoolwide	679	6		
Numerically Significant Subgroups				
• African American (not of Hispanic origin)	740		5	745
• Hispanic or Latino	748		5	753
• White (not of Hispanic origin)	658		5	663
• Socioeconomically disadvantaged	587		5	592

Note: A subgroup in a school with an API Base between 781 and 799 will have a growth target of one point. Regardless of the schoolwide API, a subgroup with an API Base of 800 or more must maintain an API of at least 800 in order to meet its subgroup growth target. In a school with an API Base of 800 or more, any numerically significant subgroup with an API Base of less than 800 must improve by at least one point in order to meet its subgroup growth target. If 80 percent of the schoolwide target results in a subgroup target that is greater than the distance from the subgroup API to 800, the subgroup target equals the distance of the subgroup API to 800.

Calculating 2002–03 Growth

2002–03 Schoolwide Growth

A school's growth in the API is the amount of actual gain or loss a school makes in its API score in a year. The 2002–03 growth for a school is determined by subtracting its 2002 API Base from its 2003 API Growth. If a school does not have a 2002 API Base, it will not receive growth information.

- **Step 1:** To calculate the schoolwide growth for a school, subtract the 2002 API Base from the 2003 API Growth. In this example, the school's 2002–03 Growth is 697 – 679= 18.
- **Step 2:** To obtain the growth target for a school below an API of 800, subtract the 2002 API Base from 800 and multiply the result by five percent. In this example, 800 – 679 = 121 and 121 x 5% = 6.
- **Step 3:** If the school's growth is equal to or greater than its schoolwide growth target, it has met or exceeded its growth target. In this example, the school met its growth target because its growth exceeded its target by twelve points.

School Scores				
A	**B**	**C**	**D**	**E**
School's 2003 API (Growth)	School's 2002 API (Base)	2002–03 Growth (A – B)	Growth Target: 5% of Distance to Statewide Target ((800–B) x 5%)	Met Growth Target?
697	**679**	**18**	**6**	**Yes**

Note: For any school with an API Base below 800, the minimum growth target is at least one point. Any school with an API Base of 800 or more must maintain an API of at least 800 in order to meet its growth target. To be eligible for the GPA funds, schools must meet or exceed their API growth targets or increase by five points, whichever is greater, and must meet or exceed their API subgroup growth targets or increase by four points, whichever is greater.

2002–03 Subgroup Growth

Subgroup Growth for Comparable Improvement

The API shall be used to demonstrate comparable improvement in academic achievement by all numerically significant ethnic and socioeconomically disadvantaged subgroups within schools. "Numerically significant" means (1) at least 30 pupils and at least 15 percent of a school's tested enrollment or (2) at least 100 pupils with valid STAR scores (even if less than 15 percent). A "socioeconomically disadvantaged" pupil does not have a parent who has received a high school diploma **or** the pupil participates in the free- or reduced-price lunch program. In most cases, the subgroup growth target will be calculated for each subgroup as 80 percent of the schoolwide growth target.

- **Step 1:** Determine which subgroups in the school were numerically significant for both the 2002 and 2003 STAR tests. In this example, the African American, Hispanic, and White ethnic groups and the socioeconomically disadvantaged pupil population were numerically significant subgroups within the school for both 2002 and 2003.

School Populations	Valid 2002 STAR Pupil Test Scores	Percent of Total	Valid 2003 STAR Pupil Test Scores	Percent of Total	Is the subgroup numerically significant in both 2002 and 2003?
Schoolwide	310	100%	326	100%	n/a
Subgroups					
• African American (not of Hispanic origin)	47	15%	53	16%	yes
• American Indian or Alaska Native	0	0%	0	0%	no
• Asian	16	5%	19	6%	no
• Filipino	3	1%	10	3%	no
• Hispanic or Latino	126	41%	179	55%	yes
• Pacific Islander	0	0%	0	0%	no
• White (not of Hispanic origin)	60	19%	62	19%	yes
• Socioeconomically disadvantaged	190	61%	245	75%	yes

Note: A school's subgroup must be numerically significant in both 2002 and 2003 for the subgroup growth to be calculated.

- **Step 2:** Determine the 2003 API Growth for each subgroup that had a 2002 Base subgroup API. The subgroup APIs are calculated in the same way as the schoolwide APIs. In this example, the 2003 subgroup API Growth for African American is 760, for Hispanic is 764, for White is 675, and for Socioeconomically disadvantaged is 606.

- **Step 3:** To calculate the growth for a subgroup, subtract the 2002 Subgroup API Base from the 2003 Subgroup API Growth. In this example, the African American subgroup's growth was 760 – 740 = 20.

- **Step 4:** The growth target for each numerically significant subgroup is 80 percent of the schoolwide target. Multiply 80 percent by the schoolwide target. In this example, the schoolwide target is 6; therefore, 80% x 6 = 5.

- **Step 5:** If the subgroup's growth is equal to or greater than its growth target, it has met or exceeded its growth target. In this example, the African American sub-group's growth of 20 is greater than its target of 5 and, therefore, has exceeded its target by 15 points.

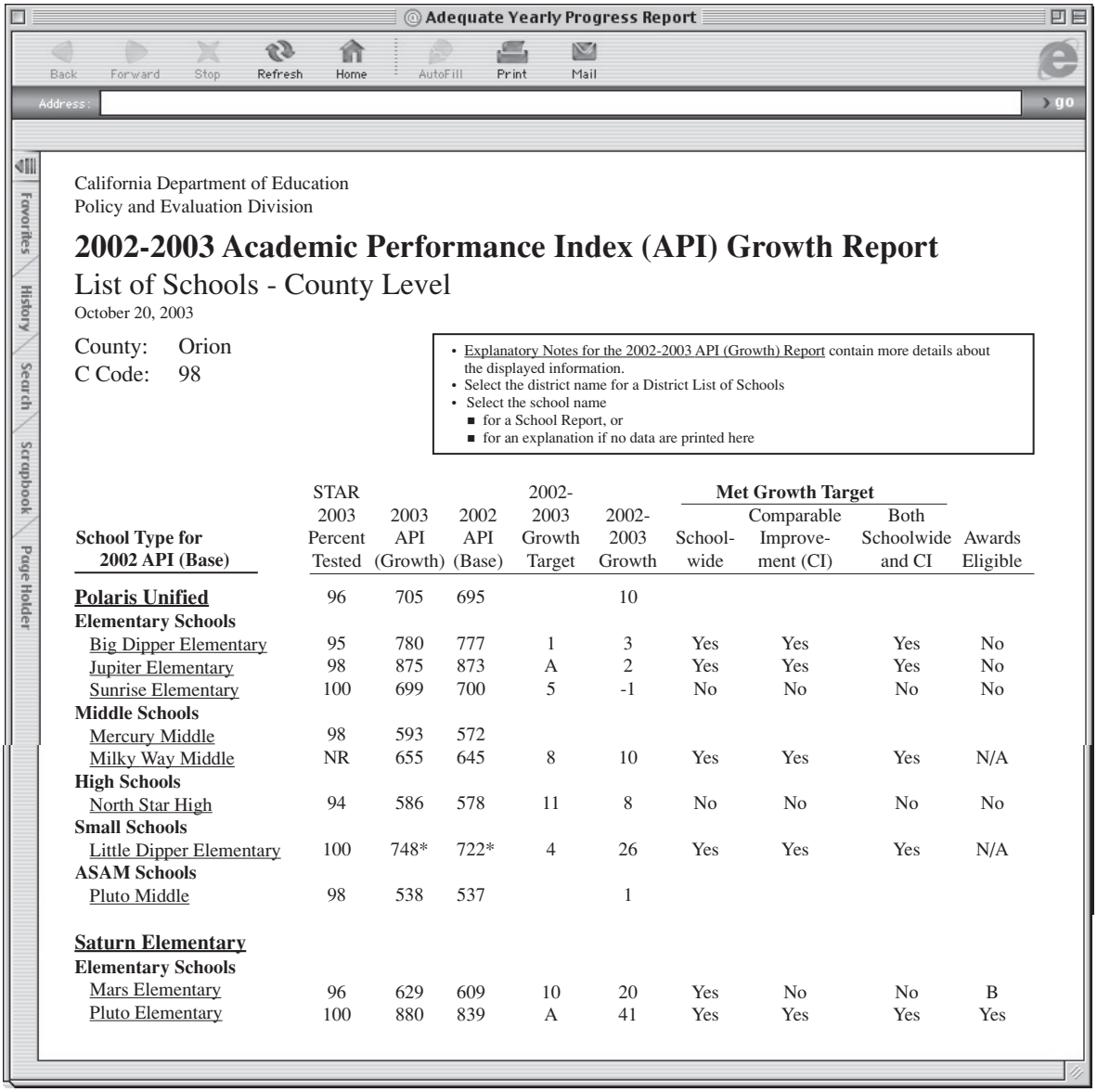
	School and Subgroup Scores						
	A	B	C	D	E	F	G
	2003 API (Growth)	2002 API (Base)	2002–03 Growth	Schoolwide Target: 5% Distance to Statewide Target ((800 - B) x 5%)	Subgroup Growth Target: 80% of Schoolwide Target (D x 80%)	Met Subgroup Growth Target?	Met Comparable Improvement Target?
Schoolwide	697	679		6			
Numerically Significant Subgroups							
• African American (not of Hispanic origin)	**760**	**740**	**20**		**5**	yes	yes
• Hispanic or Latino	**764**	**748**	**16**		**5**	yes	
• White (not of Hispanic origin)	**675**	**658**	**17**		**5**	yes	
• Socioeconomically disadvantaged	**606**	**587**	**19**		**5**	yes	

Note: All numerically significant subgroups must meet their respective subgroup targets in order for a school to meet its Comparable Improvement target. A subgroup in a school with an API Base between 781 and 799 has a growth target of one point. Regardless of the schoolwide API, a subgroup with an API Base of 800 or more must maintain an API of at least 800 in order to meet its subgroup growth target. In a school with an API Base of 800 or more, any numerically significant subgroup with an API Base of less than 800 must improve by at least one point in order to meet its subgroup growth target. If 80 percent of the schoolwide target results in a subgroup target that is greater than the distance from the subgroup API to 800, the subgroup target equals the distance to 800. To be eligible for the GPA funds, schools must meet or exceed their API growth targets or increase by five points, whichever is greater, and must meet or exceed their API subgroup growth targets or increase by four points, whichever is greater.

Sample Internet Reports for 2002–03 Growth

Sample Internet Reports for 2002 to 2003 Growth

• List of Schools — County Level



California Department of Education
Policy and Evaluation Division

2002-2003 Academic Performance Index (API) Growth Report

List of Schools - County Level

October 20, 2003

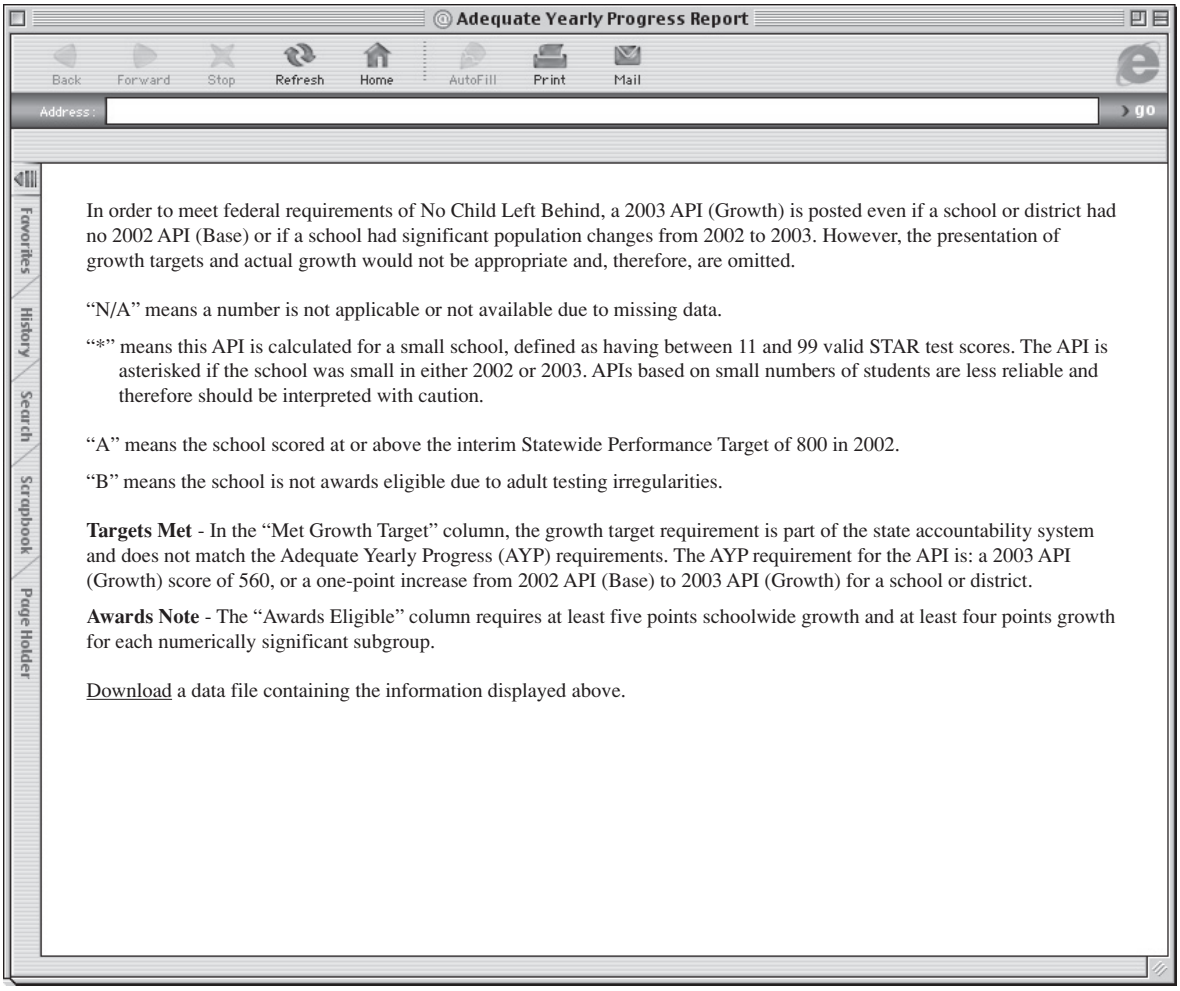
County: Orion
C Code: 98

- Explanatory Notes for the 2002-2003 API (Growth) Report contain more details about the displayed information.
- Select the district name for a District List of Schools
- Select the school name
  - for a School Report, or
  - for an explanation if no data are printed here

School Type for 2002 API (Base)	STAR 2003 Percent Tested	2003 API (Growth)	2002 API (Base)	2002-2003 Growth Target	2002-2003 Growth	Met Growth Target: School-wide	Met Growth Target: Comparable Improvement (CI)	Met Growth Target: Both Schoolwide and CI	Awards Eligible
Polaris Unified	96	705	695		10				
Elementary Schools									
Big Dipper Elementary	95	780	777	1	3	Yes	Yes	Yes	No
Jupiter Elementary	98	875	873	A	2	Yes	Yes	Yes	No
Sunrise Elementary	100	699	700	5	-1	No	No	No	No
Middle Schools									
Mercury Middle	98	593	572						
Milky Way Middle	NR	655	645	8	10	Yes	Yes	Yes	N/A
High Schools									
North Star High	94	586	578	11	8	No	No	No	No
Small Schools									
Little Dipper Elementary	100	748*	722*	4	26	Yes	Yes	Yes	N/A
ASAM Schools									
Pluto Middle	98	538	537		1				
Saturn Elementary									
Elementary Schools									
Mars Elementary	96	629	609	10	20	Yes	No	No	B
Pluto Elementary	100	880	839	A	41	Yes	Yes	Yes	Yes

Sample Internet Reports for 2002 to 2003 Growth

• List of Schools — County Level (continued)



In order to meet federal requirements of No Child Left Behind, a 2003 API (Growth) is posted even if a school or district had no 2002 API (Base) or if a school had significant population changes from 2002 to 2003. However, the presentation of growth targets and actual growth would not be appropriate and, therefore, are omitted.

"N/A" means a number is not applicable or not available due to missing data.

"*" means this API is calculated for a small school, defined as having between 11 and 99 valid STAR test scores. The API is asterisked if the school was small in either 2002 or 2003. APIs based on small numbers of students are less reliable and therefore should be interpreted with caution.

"A" means the school scored at or above the interim Statewide Performance Target of 800 in 2002.

"B" means the school is not awards eligible due to adult testing irregularities.

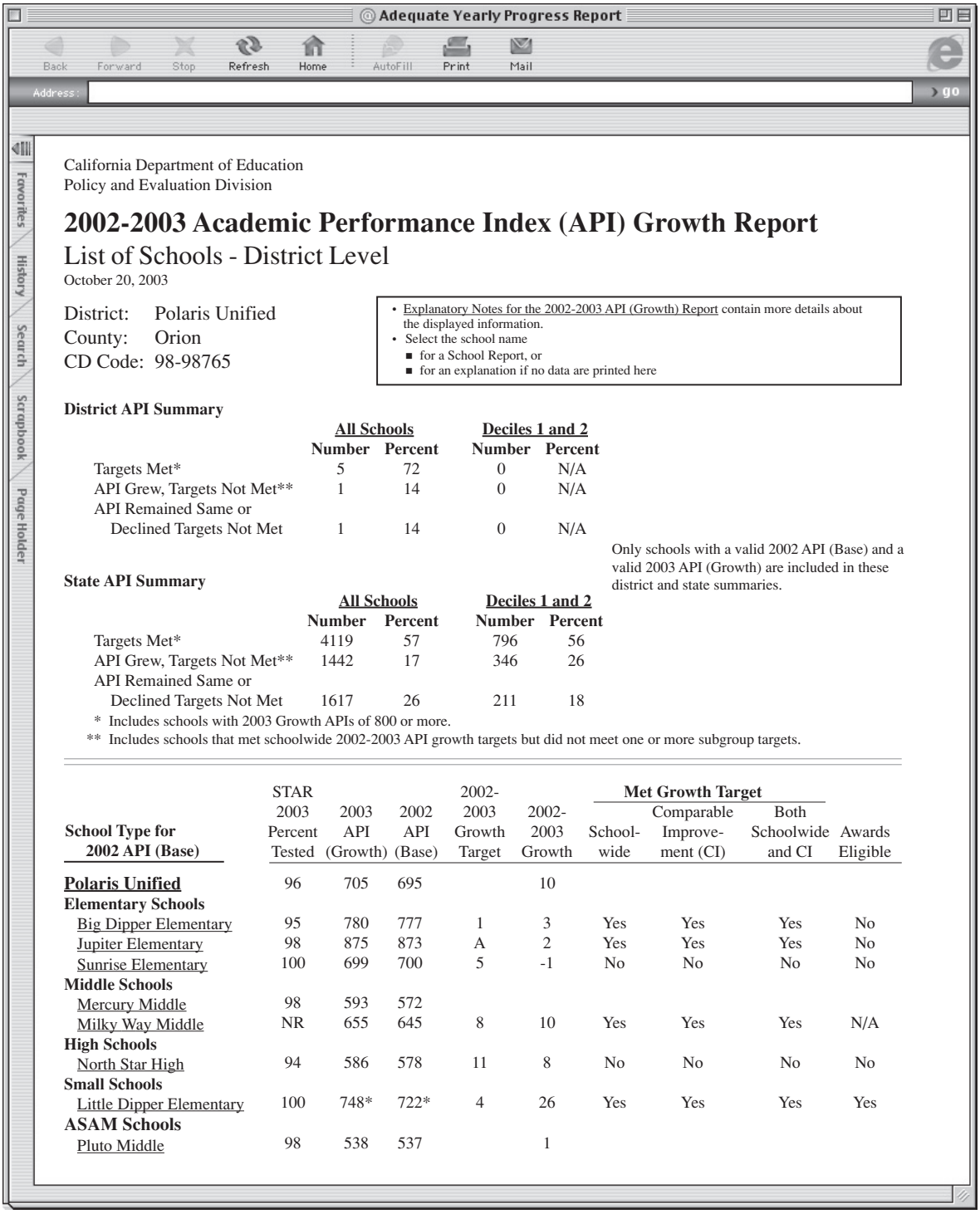
Targets Met - In the "Met Growth Target" column, the growth target requirement is part of the state accountability system and does not match the Adequate Yearly Progress (AYP) requirements. The AYP requirement for the API is: a 2003 API (Growth) score of 560, or a one-point increase from 2002 API (Base) to 2003 API (Growth) for a school or district.

Awards Note - The "Awards Eligible" column requires at least five points schoolwide growth and at least four points growth for each numerically significant subgroup.

Download a data file containing the information displayed above.

Sample Internet Reports for 2002 to 2003 Growth

• List of Schools — District Level



Adequate Yearly Progress Report

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California Department of Education
Policy and Evaluation Division

2002-2003 Academic Performance Index (API) Growth Report

List of Schools - District Level

October 20, 2003

District: Polaris Unified
County: Orion
CD Code: 98-98765

- Explanatory Notes for the 2002-2003 API (Growth) Report contain more details about the displayed information.
- Select the school name
  - for a School Report, or
  - for an explanation if no data are printed here

District API Summary

	All Schools		Deciles 1 and 2	
	Number	Percent	Number	Percent
Targets Met*	5	72	0	N/A
API Grew, Targets Not Met**	1	14	0	N/A
API Remained Same or Declined Targets Not Met	1	14	0	N/A

Only schools with a valid 2002 API (Base) and a valid 2003 API (Growth) are included in these district and state summaries.

State API Summary

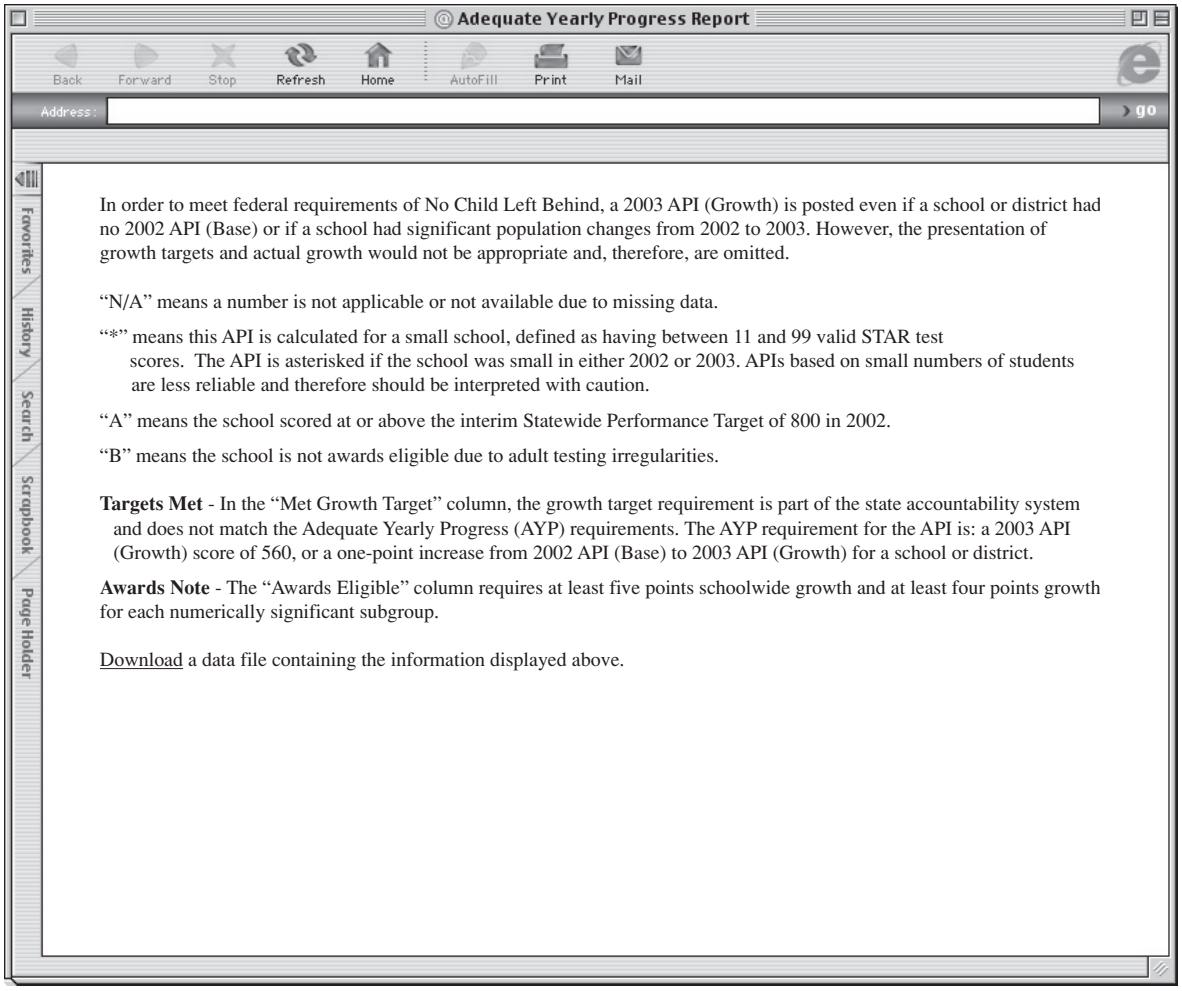
	All Schools		Deciles 1 and 2	
	Number	Percent	Number	Percent
Targets Met*	4119	57	796	56
API Grew, Targets Not Met**	1442	17	346	26
API Remained Same or Declined Targets Not Met	1617	26	211	18

* Includes schools with 2003 Growth APIs of 800 or more.
** Includes schools that met schoolwide 2002-2003 API growth targets but did not meet one or more subgroup targets.

School Type for 2002 API (Base)	STAR 2003 Percent Tested	2003 API (Growth)	2002 API (Base)	2002-2003 Growth Target	2002-2003 Growth	Met Growth Target: Schoolwide	Met Growth Target: Comparable Improvement (CI)	Met Growth Target: Both Schoolwide and CI	Awards Eligible
Polaris Unified	96	705	695		10				
Elementary Schools									
Big Dipper Elementary	95	780	777	1	3	Yes	Yes	Yes	No
Jupiter Elementary	98	875	873	A	2	Yes	Yes	Yes	No
Sunrise Elementary	100	699	700	5	-1	No	No	No	No
Middle Schools									
Mercury Middle	98	593	572						
Milky Way Middle	NR	655	645	8	10	Yes	Yes	Yes	N/A
High Schools									
North Star High	94	586	578	11	8	No	No	No	No
Small Schools									
Little Dipper Elementary	100	748*	722*	4	26	Yes	Yes	Yes	Yes
ASAM Schools									
Pluto Middle	98	538	537		1				

Sample Internet Reports for 2002 to 2003 Growth

• List of Schools — District Level (continued)



In order to meet federal requirements of No Child Left Behind, a 2003 API (Growth) is posted even if a school or district had no 2002 API (Base) or if a school had significant population changes from 2002 to 2003. However, the presentation of growth targets and actual growth would not be appropriate and, therefore, are omitted.

"N/A" means a number is not applicable or not available due to missing data.

"*" means this API is calculated for a small school, defined as having between 11 and 99 valid STAR test scores. The API is asterisked if the school was small in either 2002 or 2003. APIs based on small numbers of students are less reliable and therefore should be interpreted with caution.

"A" means the school scored at or above the interim Statewide Performance Target of 800 in 2002.

"B" means the school is not awards eligible due to adult testing irregularities.

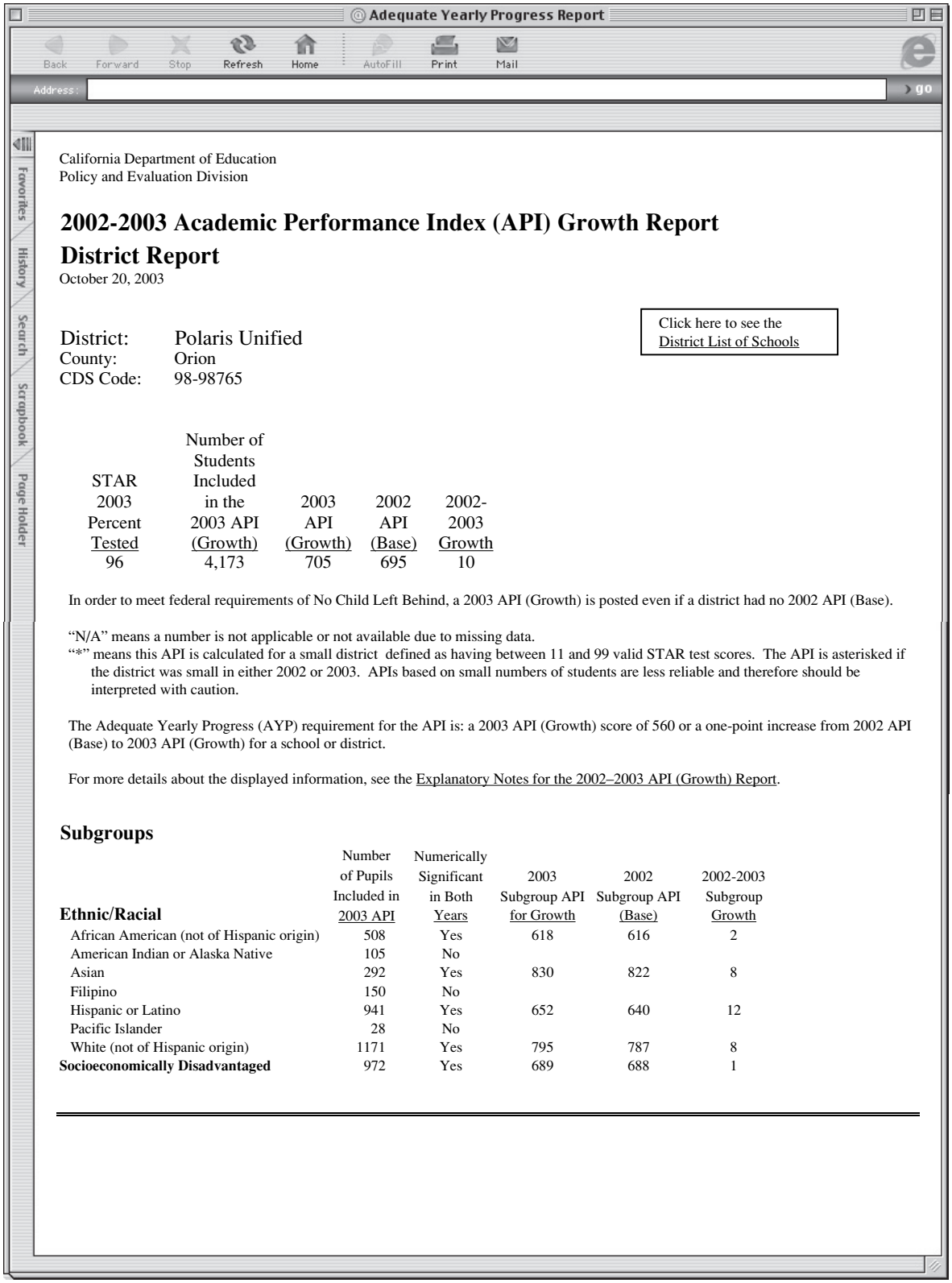
Targets Met - In the "Met Growth Target" column, the growth target requirement is part of the state accountability system and does not match the Adequate Yearly Progress (AYP) requirements. The AYP requirement for the API is: a 2003 API (Growth) score of 560, or a one-point increase from 2002 API (Base) to 2003 API (Growth) for a school or district.

Awards Note - The "Awards Eligible" column requires at least five points schoolwide growth and at least four points growth for each numerically significant subgroup.

Download a data file containing the information displayed above.

Sample Internet District Reports for 2002 to 2003 Growth

• District Report—Unified School District Example



Adequate Yearly Progress Report

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California Department of Education
Policy and Evaluation Division

2002-2003 Academic Performance Index (API) Growth Report

District Report

October 20, 2003

Click here to see the District List of Schools

District: Polaris Unified
County: Orion
CDS Code: 98-98765

STAR 2003 Percent Tested	Number of Students Included in the 2003 API (Growth)	2003 API (Growth)	2002 API (Base)	2002-2003 Growth
96	4,173	705	695	10

In order to meet federal requirements of No Child Left Behind, a 2003 API (Growth) is posted even if a district had no 2002 API (Base).

"N/A" means a number is not applicable or not available due to missing data.
"*" means this API is calculated for a small district defined as having between 11 and 99 valid STAR test scores. The API is asterisked if the district was small in either 2002 or 2003. APIs based on small numbers of students are less reliable and therefore should be interpreted with caution.

The Adequate Yearly Progress (AYP) requirement for the API is: a 2003 API (Growth) score of 560 or a one-point increase from 2002 API (Base) to 2003 API (Growth) for a school or district.

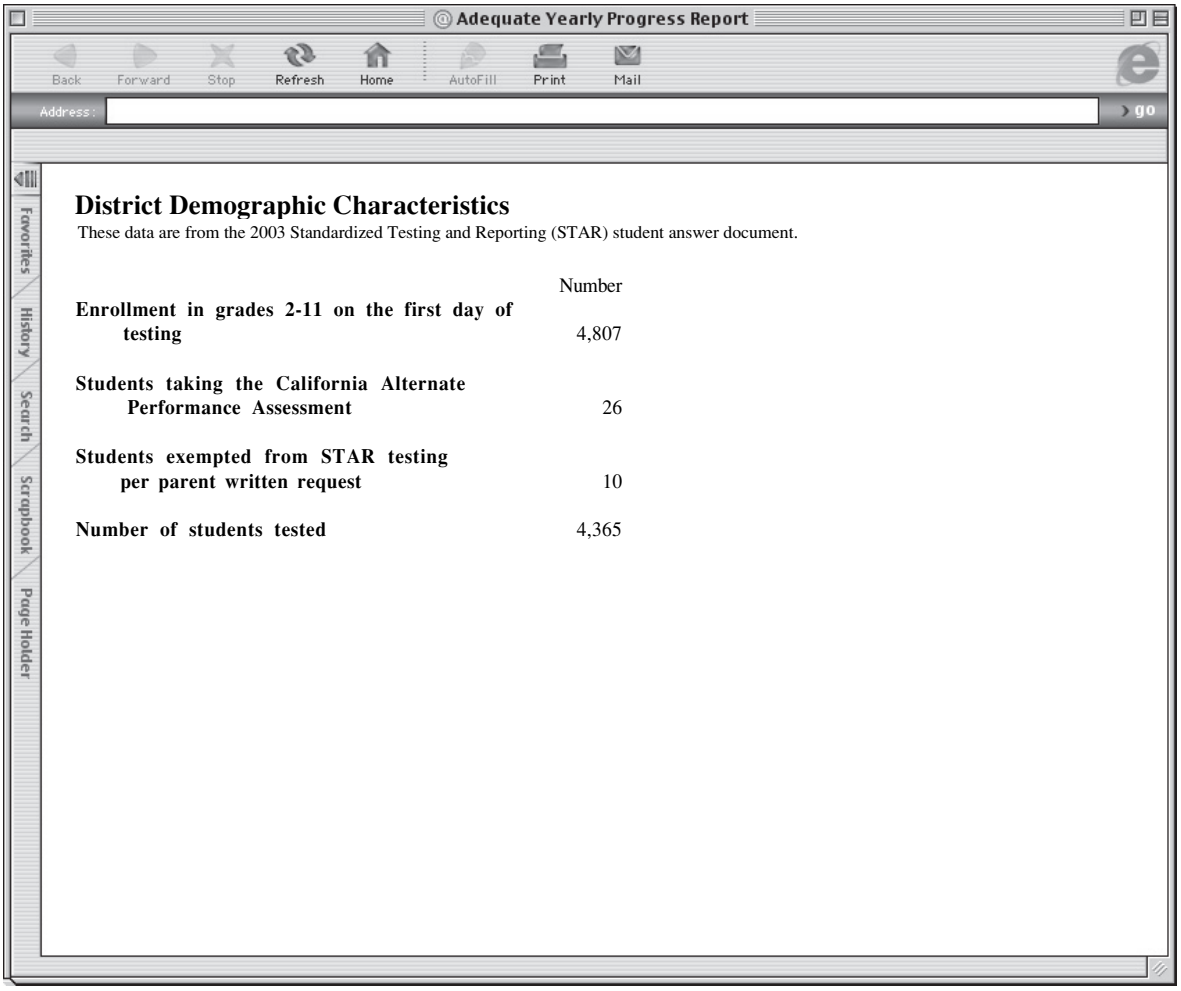
For more details about the displayed information, see the Explanatory Notes for the 2002–2003 API (Growth) Report.

Subgroups

Ethnic/Racial	Number of Pupils Included in 2003 API	Numerically Significant in Both Years	2003 Subgroup API for Growth	2002 Subgroup API (Base)	2002-2003 Subgroup Growth
African American (not of Hispanic origin)	508	Yes	618	616	2
American Indian or Alaska Native	105	No			
Asian	292	Yes	830	822	8
Filipino	150	No			
Hispanic or Latino	941	Yes	652	640	12
Pacific Islander	28	No			
White (not of Hispanic origin)	1171	Yes	795	787	8
Socioeconomically Disadvantaged	972	Yes	689	688	1

Sample Internet District Reports for 2002 to 2003 Growth

• District Report—Unified School District Example (continued)



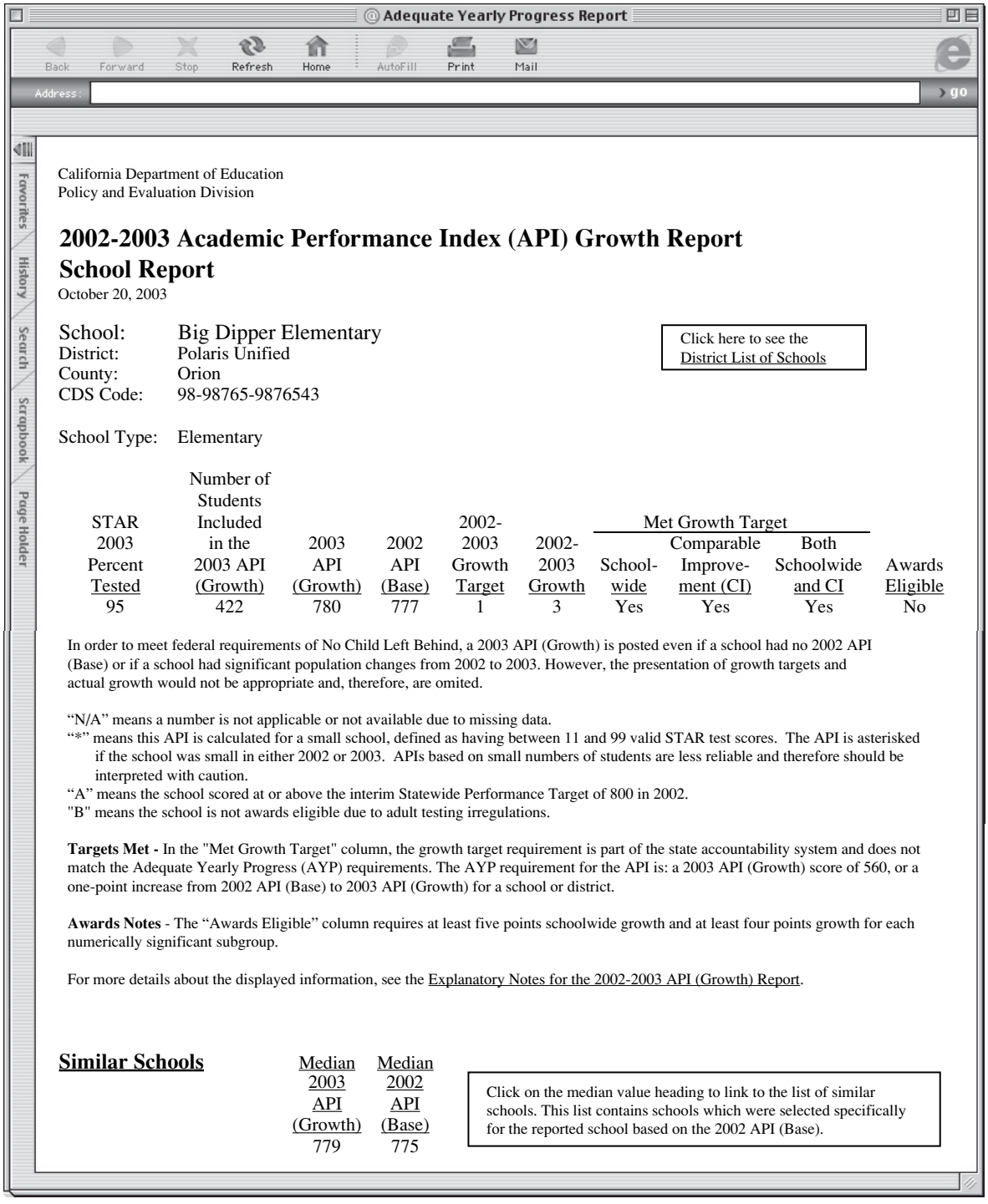
District Demographic Characteristics

These data are from the 2003 Standardized Testing and Reporting (STAR) student answer document.

	Number
Enrollment in grades 2-11 on the first day of testing	4,807
Students taking the California Alternate Performance Assessment	26
Students exempted from STAR testing per parent written request	10
Number of students tested	4,365

Sample Internet School Reports for 2002 to 2003 Growth

• School Report—Elementary School Example



California Department of Education
Policy and Evaluation Division

2002-2003 Academic Performance Index (API) Growth Report
School Report

October 20, 2003

School: Big Dipper Elementary
District: Polaris Unified
County: Orion
CDS Code: 98-98765-9876543

Click here to see the District List of Schools

School Type: Elementary

STAR 2003 Percent Tested	Number of Students Included in the 2003 API (Growth)	2003 API (Growth)	2002 API (Base)	2002-2003 Growth Target	2002-2003 Growth	Met Growth Target: Schoolwide	Met Growth Target: Comparable Improvement (CI)	Met Growth Target: Both Schoolwide and CI	Awards Eligible
95	422	780	777	1	3	Yes	Yes	Yes	No

In order to meet federal requirements of No Child Left Behind, a 2003 API (Growth) is posted even if a school had no 2002 API (Base) or if a school had significant population changes from 2002 to 2003. However, the presentation of growth targets and actual growth would not be appropriate and, therefore, are omited.

"N/A" means a number is not applicable or not available due to missing data.
"*" means this API is calculated for a small school, defined as having between 11 and 99 valid STAR test scores. The API is asterisked if the school was small in either 2002 or 2003. APIs based on small numbers of students are less reliable and therefore should be interpreted with caution.
"A" means the school scored at or above the interim Statewide Performance Target of 800 in 2002.
"B" means the school is not awards eligible due to adult testing irregulations.

Targets Met - In the "Met Growth Target" column, the growth target requirement is part of the state accountability system and does not match the Adequate Yearly Progress (AYP) requirements. The AYP requirement for the API is: a 2003 API (Growth) score of 560, or a one-point increase from 2002 API (Base) to 2003 API (Growth) for a school or district.

Awards Notes - The "Awards Eligible" column requires at least five points schoolwide growth and at least four points growth for each numerically significant subgroup.

For more details about the displayed information, see the Explanatory Notes for the 2002-2003 API (Growth) Report.

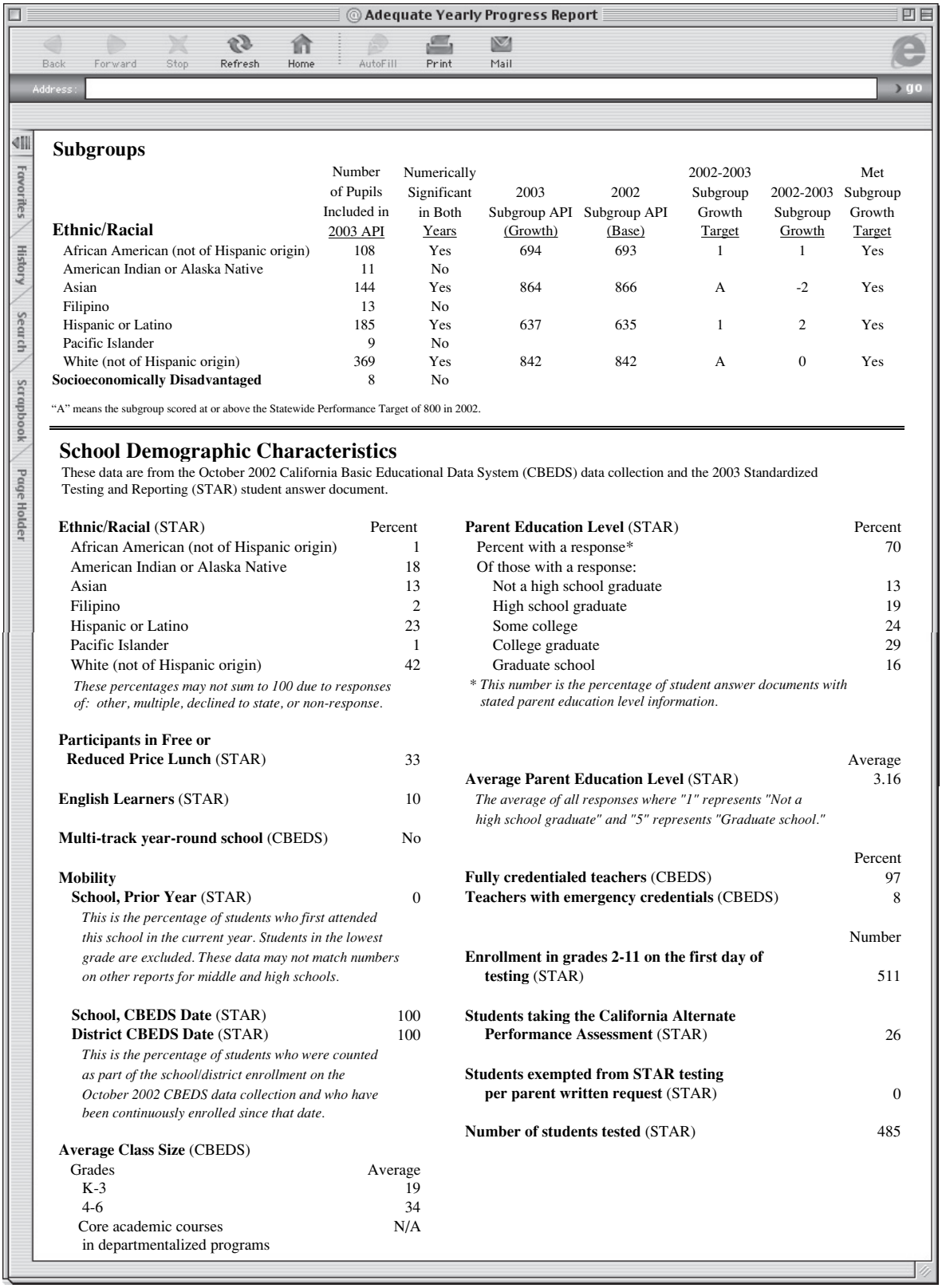
Similar Schools

Median 2003 API (Growth)	Median 2002 API (Base)
779	775

Click on the median value heading to link to the list of similar schools. This list contains schools which were selected specifically for the reported school based on the 2002 API (Base).

Sample Internet School Reports for 2002 to 2003 Growth

• School Report—Elementary School Example (continued)



Subgroups

Ethnic/Racial	Number of Pupils Included in 2003 API	Numerically Significant in Both Years	2003 Subgroup API (Growth)	2002 Subgroup API (Base)	2002-2003 Subgroup Growth Target	2002-2003 Subgroup Growth	Met Subgroup Growth Target
African American (not of Hispanic origin)	108	Yes	694	693	1	1	Yes
American Indian or Alaska Native	11	No					
Asian	144	Yes	864	866	A	-2	Yes
Filipino	13	No					
Hispanic or Latino	185	Yes	637	635	1	2	Yes
Pacific Islander	9	No					
White (not of Hispanic origin)	369	Yes	842	842	A	0	Yes
Socioeconomically Disadvantaged	8	No					

"A" means the subgroup scored at or above the Statewide Performance Target of 800 in 2002.

School Demographic Characteristics

These data are from the October 2002 California Basic Educational Data System (CBEDS) data collection and the 2003 Standardized Testing and Reporting (STAR) student answer document.

Ethnic/Racial (STAR)	Percent
African American (not of Hispanic origin)	1
American Indian or Alaska Native	18
Asian	13
Filipino	2
Hispanic or Latino	23
Pacific Islander	1
White (not of Hispanic origin)	42

These percentages may not sum to 100 due to responses of: other, multiple, declined to state, or non-response.

Participants in Free or Reduced Price Lunch (STAR)	33
English Learners (STAR)	10
Multi-track year-round school (CBEDS)	No
Mobility	
School, Prior Year (STAR)	0

This is the percentage of students who first attended this school in the current year. Students in the lowest grade are excluded. These data may not match numbers on other reports for middle and high schools.

School, CBEDS Date (STAR)	100
District CBEDS Date (STAR)	100

This is the percentage of students who were counted as part of the school/district enrollment on the October 2002 CBEDS data collection and who have been continuously enrolled since that date.

Average Class Size (CBEDS) Grades	Average
K-3	19
4-6	34
Core academic courses in departmentalized programs	N/A

Parent Education Level (STAR)	Percent
Percent with a response*	70
Of those with a response:	
Not a high school graduate	13
High school graduate	19
Some college	24
College graduate	29
Graduate school	16

** This number is the percentage of student answer documents with stated parent education level information.*

	Average
Average Parent Education Level (STAR)	3.16

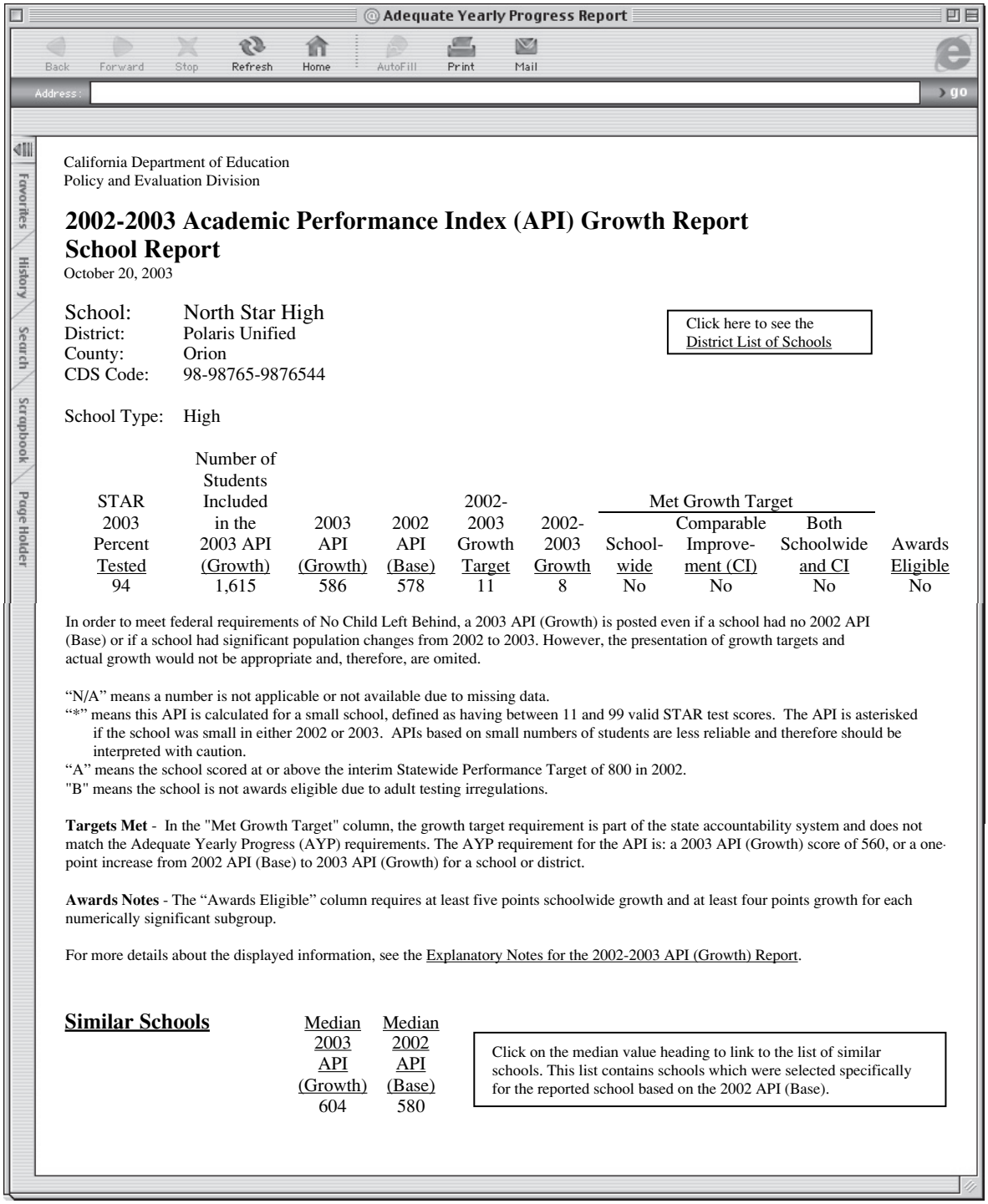
The average of all responses where "1" represents "Not a high school graduate" and "5" represents "Graduate school."

	Percent
Fully credentialed teachers (CBEDS)	97
Teachers with emergency credentials (CBEDS)	8

	Number
Enrollment in grades 2-11 on the first day of testing (STAR)	511
Students taking the California Alternate Performance Assessment (STAR)	26
Students exempted from STAR testing per parent written request (STAR)	0
Number of students tested (STAR)	485

Sample Internet School Reports for 2002 to 2003 Growth

• School Report—High School Example



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California Department of Education
Policy and Evaluation Division

2002-2003 Academic Performance Index (API) Growth Report
School Report
October 20, 2003

School: North Star High
District: Polaris Unified
County: Orion
CDS Code: 98-98765-9876544

Click here to see the District List of Schools

School Type: High

STAR 2003 Percent Tested	Number of Students Included in the 2003 API (Growth)	2003 API (Growth)	2002 API (Base)	2002-2003 Growth Target	2002-2003 Growth	Met Growth Target: Schoolwide	Met Growth Target: Comparable Improvement (CI)	Met Growth Target: Both Schoolwide and CI	Awards Eligible
94	1,615	586	578	11	8	No	No	No	No

In order to meet federal requirements of No Child Left Behind, a 2003 API (Growth) is posted even if a school had no 2002 API (Base) or if a school had significant population changes from 2002 to 2003. However, the presentation of growth targets and actual growth would not be appropriate and, therefore, are omited.

"N/A" means a number is not applicable or not available due to missing data.
"*" means this API is calculated for a small school, defined as having between 11 and 99 valid STAR test scores. The API is asterisked if the school was small in either 2002 or 2003. APIs based on small numbers of students are less reliable and therefore should be interpreted with caution.
"A" means the school scored at or above the interim Statewide Performance Target of 800 in 2002.
"B" means the school is not awards eligible due to adult testing irregulations.

Targets Met - In the "Met Growth Target" column, the growth target requirement is part of the state accountability system and does not match the Adequate Yearly Progress (AYP) requirements. The AYP requirement for the API is: a 2003 API (Growth) score of 560, or a one-point increase from 2002 API (Base) to 2003 API (Growth) for a school or district.

Awards Notes - The "Awards Eligible" column requires at least five points schoolwide growth and at least four points growth for each numerically significant subgroup.

For more details about the displayed information, see the Explanatory Notes for the 2002-2003 API (Growth) Report.

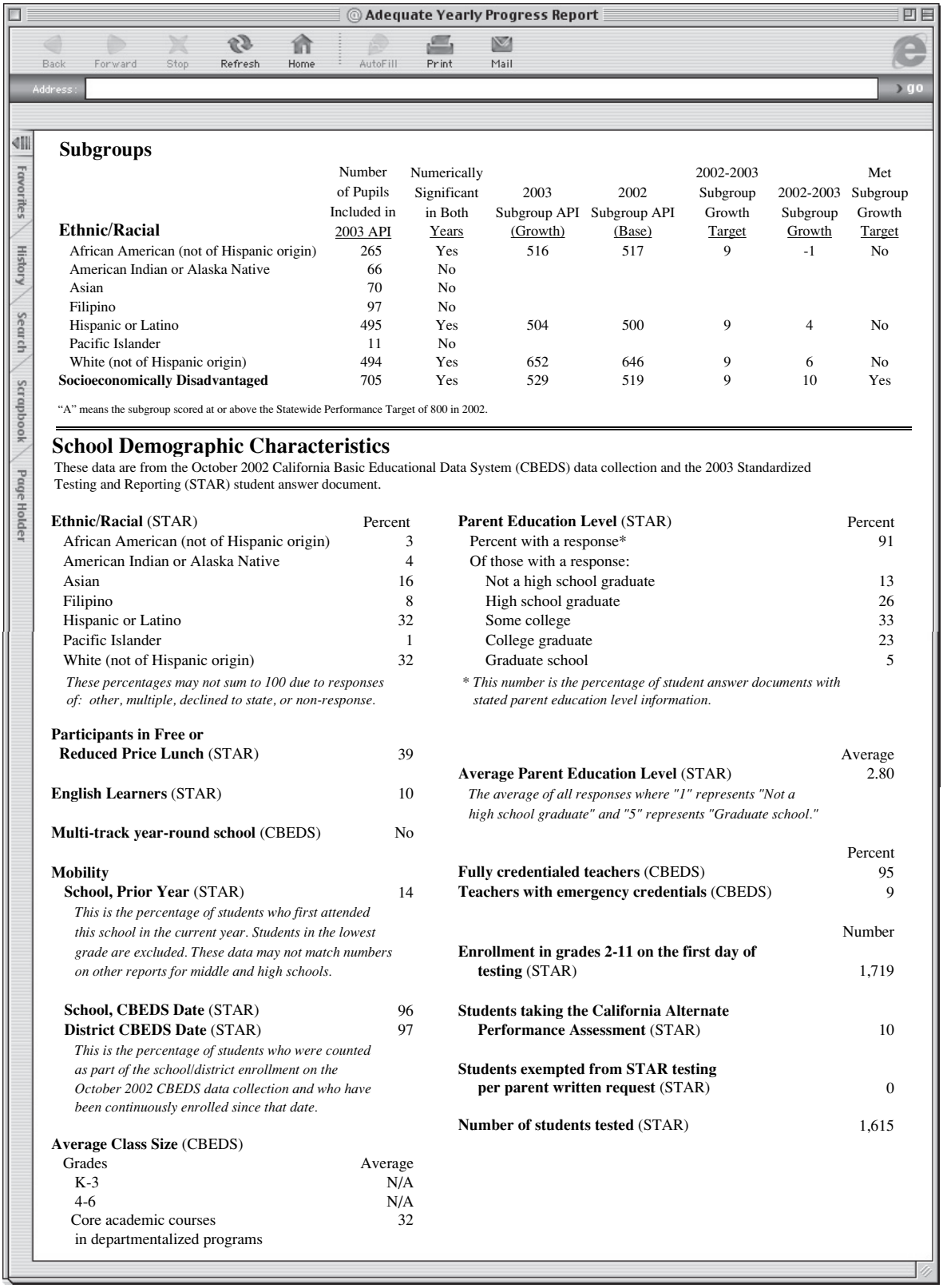
Similar Schools

Median 2003 API (Growth)	Median 2002 API (Base)
604	580

Click on the median value heading to link to the list of similar schools. This list contains schools which were selected specifically for the reported school based on the 2002 API (Base).

Sample Internet School Reports for 2002 to 2003 Growth

• School Report—High School Example (continued)



Subgroups

Ethnic/Racial	Number of Pupils Included in 2003 API	Numerically Significant in Both Years	2003 Subgroup API (Growth)	2002 Subgroup API (Base)	2002-2003 Subgroup Growth Target	2002-2003 Subgroup Growth	Met Subgroup Growth Target
African American (not of Hispanic origin)	265	Yes	516	517	9	-1	No
American Indian or Alaska Native	66	No					
Asian	70	No					
Filipino	97	No					
Hispanic or Latino	495	Yes	504	500	9	4	No
Pacific Islander	11	No					
White (not of Hispanic origin)	494	Yes	652	646	9	6	No
Socioeconomically Disadvantaged	705	Yes	529	519	9	10	Yes

"A" means the subgroup scored at or above the Statewide Performance Target of 800 in 2002.

School Demographic Characteristics

These data are from the October 2002 California Basic Educational Data System (CBEDS) data collection and the 2003 Standardized Testing and Reporting (STAR) student answer document.

Ethnic/Racial (STAR)	Percent
African American (not of Hispanic origin)	3
American Indian or Alaska Native	4
Asian	16
Filipino	8
Hispanic or Latino	32
Pacific Islander	1
White (not of Hispanic origin)	32

These percentages may not sum to 100 due to responses of: other, multiple, declined to state, or non-response.

Participants in Free or Reduced Price Lunch (STAR)	39
English Learners (STAR)	10
Multi-track year-round school (CBEDS)	No
Mobility	
School, Prior Year (STAR)	14

This is the percentage of students who first attended this school in the current year. Students in the lowest grade are excluded. These data may not match numbers on other reports for middle and high schools.

School, CBEDS Date (STAR)	96
District CBEDS Date (STAR)	97

This is the percentage of students who were counted as part of the school/district enrollment on the October 2002 CBEDS data collection and who have been continuously enrolled since that date.

Average Class Size (CBEDS) Grades	Average
K-3	N/A
4-6	N/A
Core academic courses in departmentalized programs	32

Parent Education Level (STAR)	Percent
Percent with a response*	91
Of those with a response:	
Not a high school graduate	13
High school graduate	26
Some college	33
College graduate	23
Graduate school	5

** This number is the percentage of student answer documents with stated parent education level information.*

	Average
Average Parent Education Level (STAR)	2.80

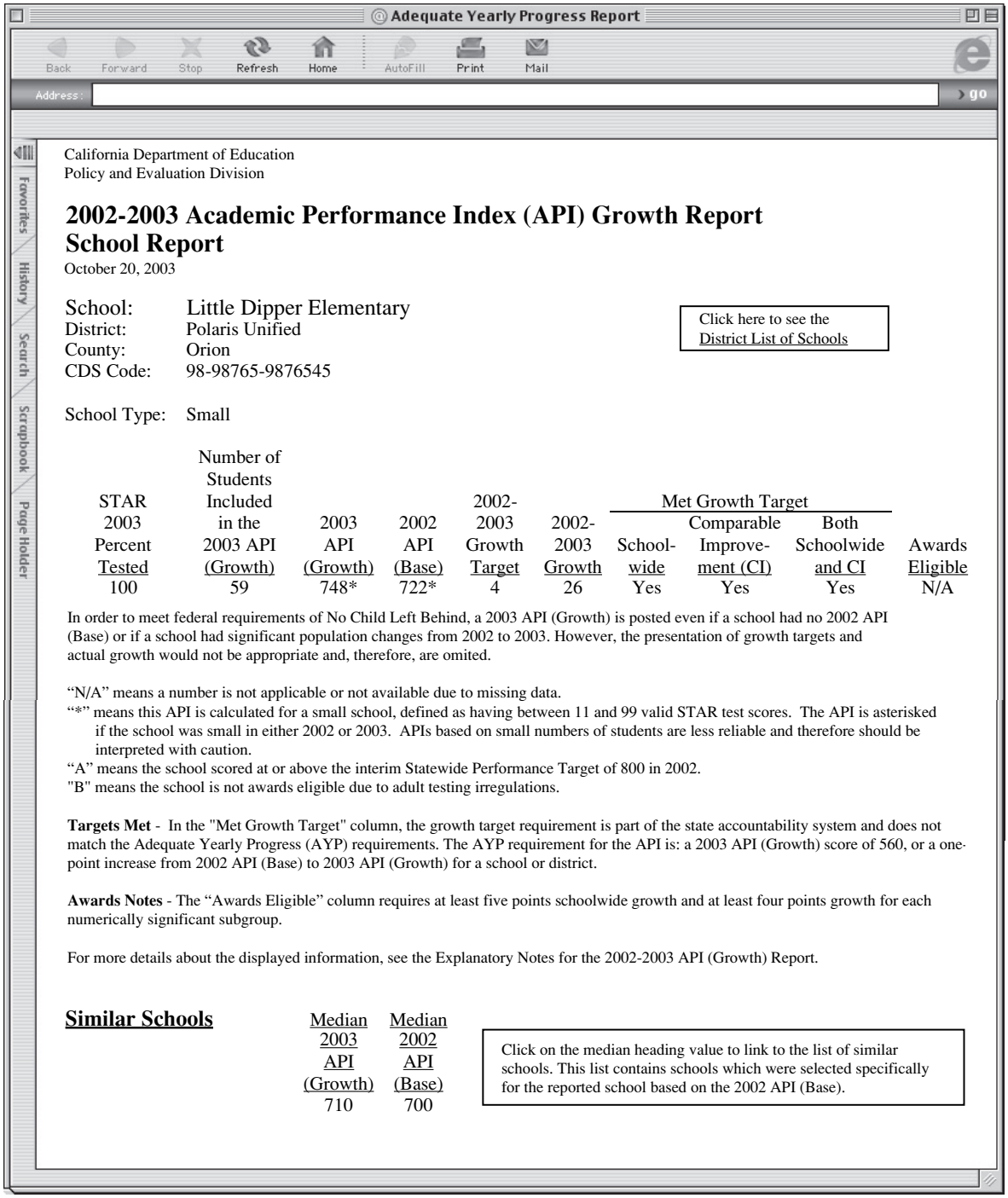
The average of all responses where "1" represents "Not a high school graduate" and "5" represents "Graduate school."

	Percent
Fully credentialed teachers (CBEDS)	95
Teachers with emergency credentials (CBEDS)	9

	Number
Enrollment in grades 2-11 on the first day of testing (STAR)	1,719
Students taking the California Alternate Performance Assessment (STAR)	10
Students exempted from STAR testing per parent written request (STAR)	0
Number of students tested (STAR)	1,615

Sample Internet School Reports for 2002 to 2003 Growth

• School Report—Small School Example



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California Department of Education
Policy and Evaluation Division

2002-2003 Academic Performance Index (API) Growth Report
School Report

October 20, 2003

School: Little Dipper Elementary
District: Polaris Unified
County: Orion
CDS Code: 98-98765-9876545

Click here to see the District List of Schools

School Type: Small

STAR 2003 Percent Tested	Number of Students Included in the 2003 API (Growth)	2003 API (Growth)	2002 API (Base)	2002-2003 Growth Target	2002-2003 Growth	Met Growth Target: Schoolwide	Met Growth Target: Comparable Improvement (CI)	Met Growth Target: Both Schoolwide and CI	Awards Eligible
100	59	748*	722*	4	26	Yes	Yes	Yes	N/A

In order to meet federal requirements of No Child Left Behind, a 2003 API (Growth) is posted even if a school had no 2002 API (Base) or if a school had significant population changes from 2002 to 2003. However, the presentation of growth targets and actual growth would not be appropriate and, therefore, are omited.

"N/A" means a number is not applicable or not available due to missing data.
"*" means this API is calculated for a small school, defined as having between 11 and 99 valid STAR test scores. The API is asterisked if the school was small in either 2002 or 2003. APIs based on small numbers of students are less reliable and therefore should be interpreted with caution.
"A" means the school scored at or above the interim Statewide Performance Target of 800 in 2002.
"B" means the school is not awards eligible due to adult testing irregulations.

Targets Met - In the "Met Growth Target" column, the growth target requirement is part of the state accountability system and does not match the Adequate Yearly Progress (AYP) requirements. The AYP requirement for the API is: a 2003 API (Growth) score of 560, or a one-point increase from 2002 API (Base) to 2003 API (Growth) for a school or district.

Awards Notes - The "Awards Eligible" column requires at least five points schoolwide growth and at least four points growth for each numerically significant subgroup.

For more details about the displayed information, see the Explanatory Notes for the 2002-2003 API (Growth) Report.

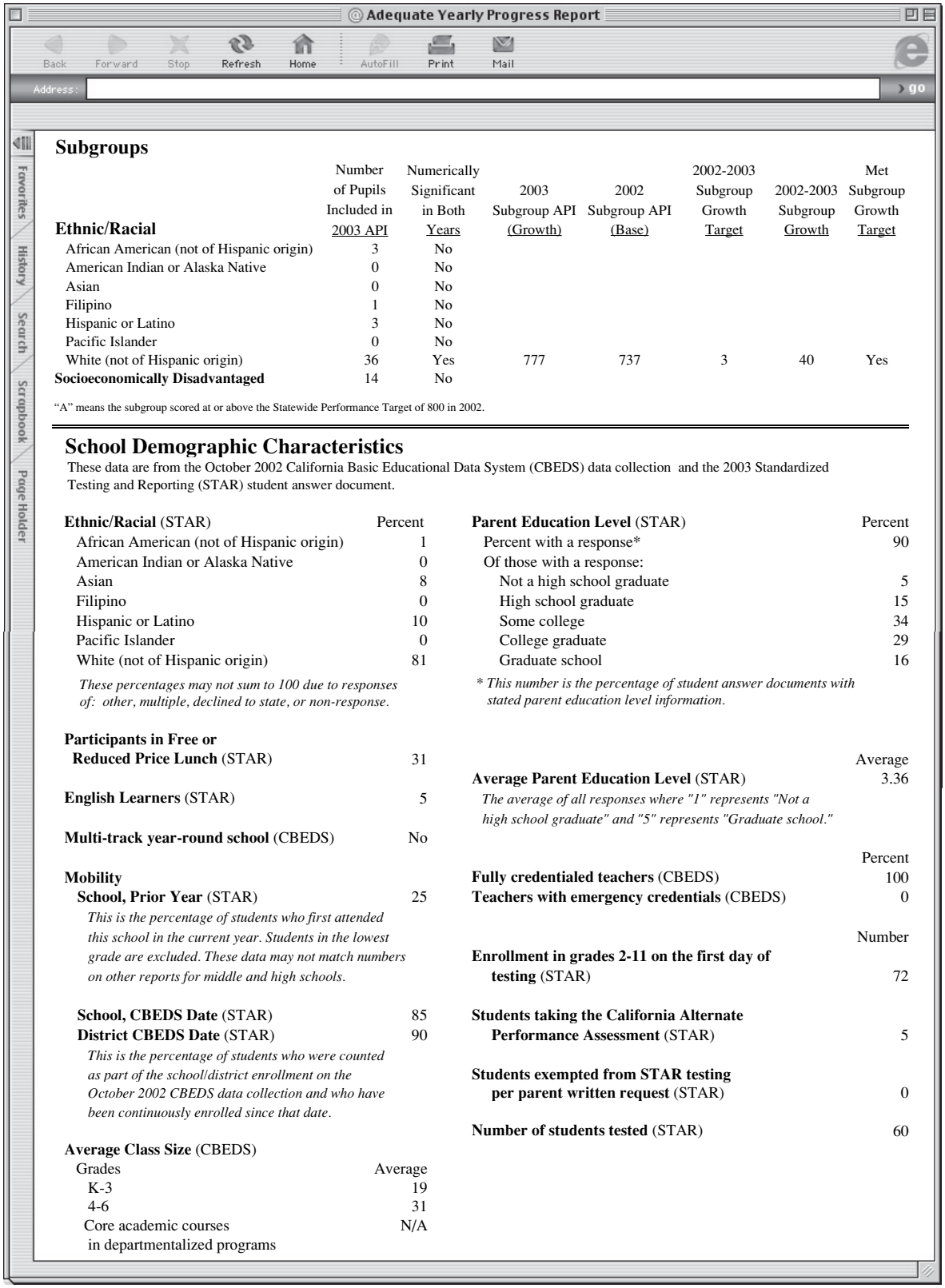
Similar Schools

Median 2003 API (Growth)	Median 2002 API (Base)
710	700

Click on the median heading value to link to the list of similar schools. This list contains schools which were selected specifically for the reported school based on the 2002 API (Base).

Sample Internet School Reports for 2002 to 2003 Growth

• School Report—Small School Example (continued)



Subgroups

Ethnic/Racial	Number of Pupils Included in 2003 API	Numerically Significant in Both Years	2003 Subgroup API (Growth)	2002 Subgroup API (Base)	2002-2003 Subgroup Growth Target	2002-2003 Subgroup Growth	Met Subgroup Growth Target
African American (not of Hispanic origin)	3	No					
American Indian or Alaska Native	0	No					
Asian	0	No					
Filipino	1	No					
Hispanic or Latino	3	No					
Pacific Islander	0	No					
White (not of Hispanic origin)	36	Yes	777	737	3	40	Yes
Socioeconomically Disadvantaged	14	No					

"A" means the subgroup scored at or above the Statewide Performance Target of 800 in 2002.

School Demographic Characteristics

These data are from the October 2002 California Basic Educational Data System (CBEDS) data collection and the 2003 Standardized Testing and Reporting (STAR) student answer document.

Ethnic/Racial (STAR)	Percent
African American (not of Hispanic origin)	1
American Indian or Alaska Native	0
Asian	8
Filipino	0
Hispanic or Latino	10
Pacific Islander	0
White (not of Hispanic origin)	81

These percentages may not sum to 100 due to responses of: other, multiple, declined to state, or non-response.

Participants in Free or Reduced Price Lunch (STAR) 31

English Learners (STAR) 5

Multi-track year-round school (CBEDS) No

Mobility

School, Prior Year (STAR) 25

This is the percentage of students who first attended this school in the current year. Students in the lowest grade are excluded. These data may not match numbers on other reports for middle and high schools.

School, CBEDS Date (STAR) 85

District CBEDS Date (STAR) 90

This is the percentage of students who were counted as part of the school/district enrollment on the October 2002 CBEDS data collection and who have been continuously enrolled since that date.

Average Class Size (CBEDS)

Grades	Average
K-3	19
4-6	31
Core academic courses in departmentalized programs	N/A

Parent Education Level (STAR)	Percent
Percent with a response*	90
Of those with a response:	
Not a high school graduate	5
High school graduate	15
Some college	34
College graduate	29
Graduate school	16

** This number is the percentage of student answer documents with stated parent education level information.*

Average

Average Parent Education Level (STAR) 3.36

The average of all responses where "1" represents "Not a high school graduate" and "5" represents "Graduate school."

Percent

Fully credentialed teachers (CBEDS) 100

Teachers with emergency credentials (CBEDS) 0

Number

Enrollment in grades 2-11 on the first day of testing (STAR) 72

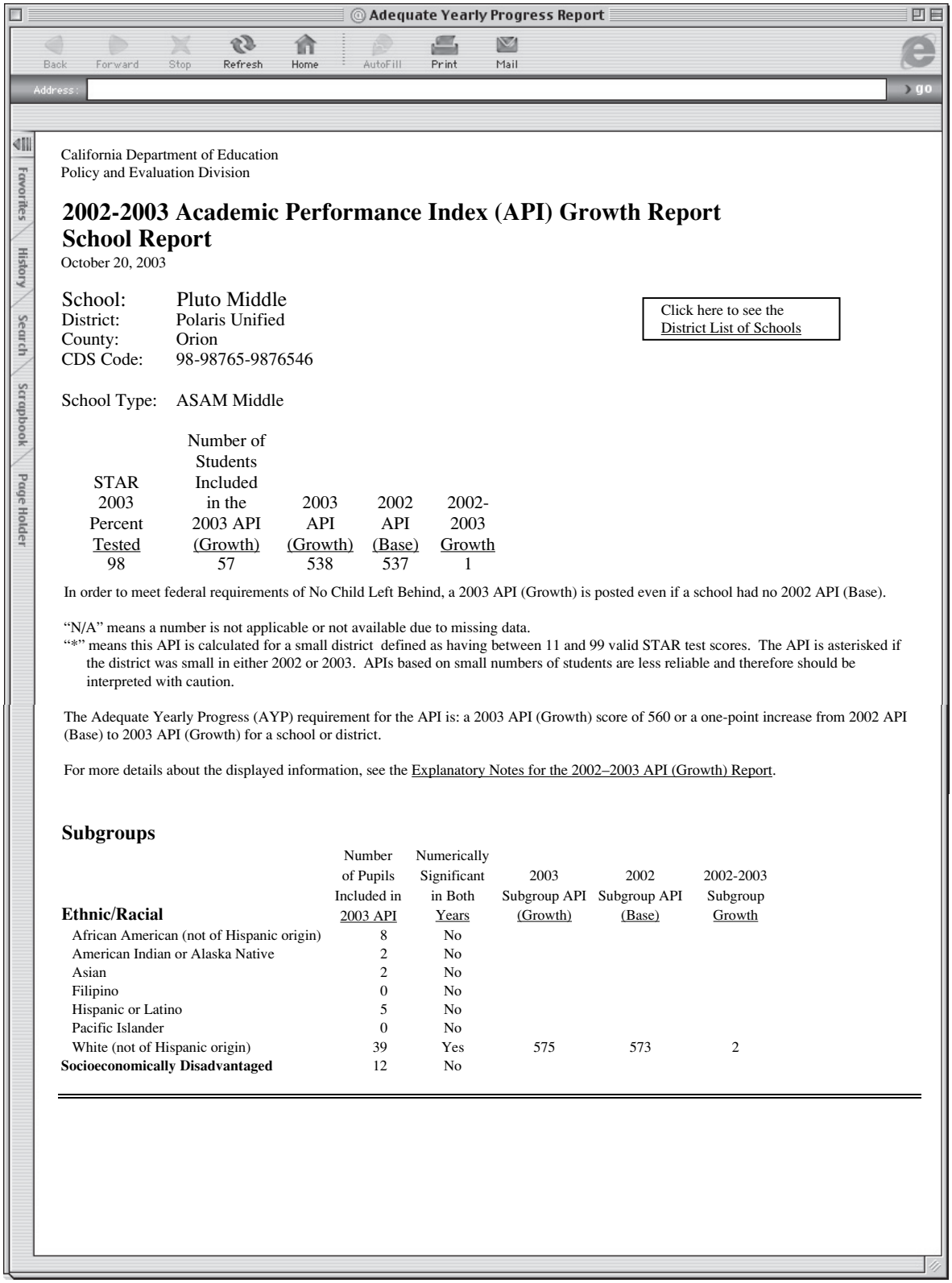
Students taking the California Alternate Performance Assessment (STAR) 5

Students exempted from STAR testing per parent written request (STAR) 0

Number of students tested (STAR) 60

Sample Internet School Reports for 2002 to 2003 Growth

• School Report—Alternative Schools Accountability Model (ASAM) Example



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California Department of Education
Policy and Evaluation Division

2002-2003 Academic Performance Index (API) Growth Report
School Report
October 20, 2003

School: Pluto Middle
District: Polaris Unified
County: Orion
CDS Code: 98-98765-9876546

Click here to see the District List of Schools

School Type: ASAM Middle

STAR 2003 Percent Tested	Number of Students Included in the 2003 API (Growth)	2003 API (Growth)	2002 API (Base)	2002-2003 Growth
98	57	538	537	1

In order to meet federal requirements of No Child Left Behind, a 2003 API (Growth) is posted even if a school had no 2002 API (Base).

"N/A" means a number is not applicable or not available due to missing data.
"*" means this API is calculated for a small district defined as having between 11 and 99 valid STAR test scores. The API is asterisked if the district was small in either 2002 or 2003. APIs based on small numbers of students are less reliable and therefore should be interpreted with caution.

The Adequate Yearly Progress (AYP) requirement for the API is: a 2003 API (Growth) score of 560 or a one-point increase from 2002 API (Base) to 2003 API (Growth) for a school or district.

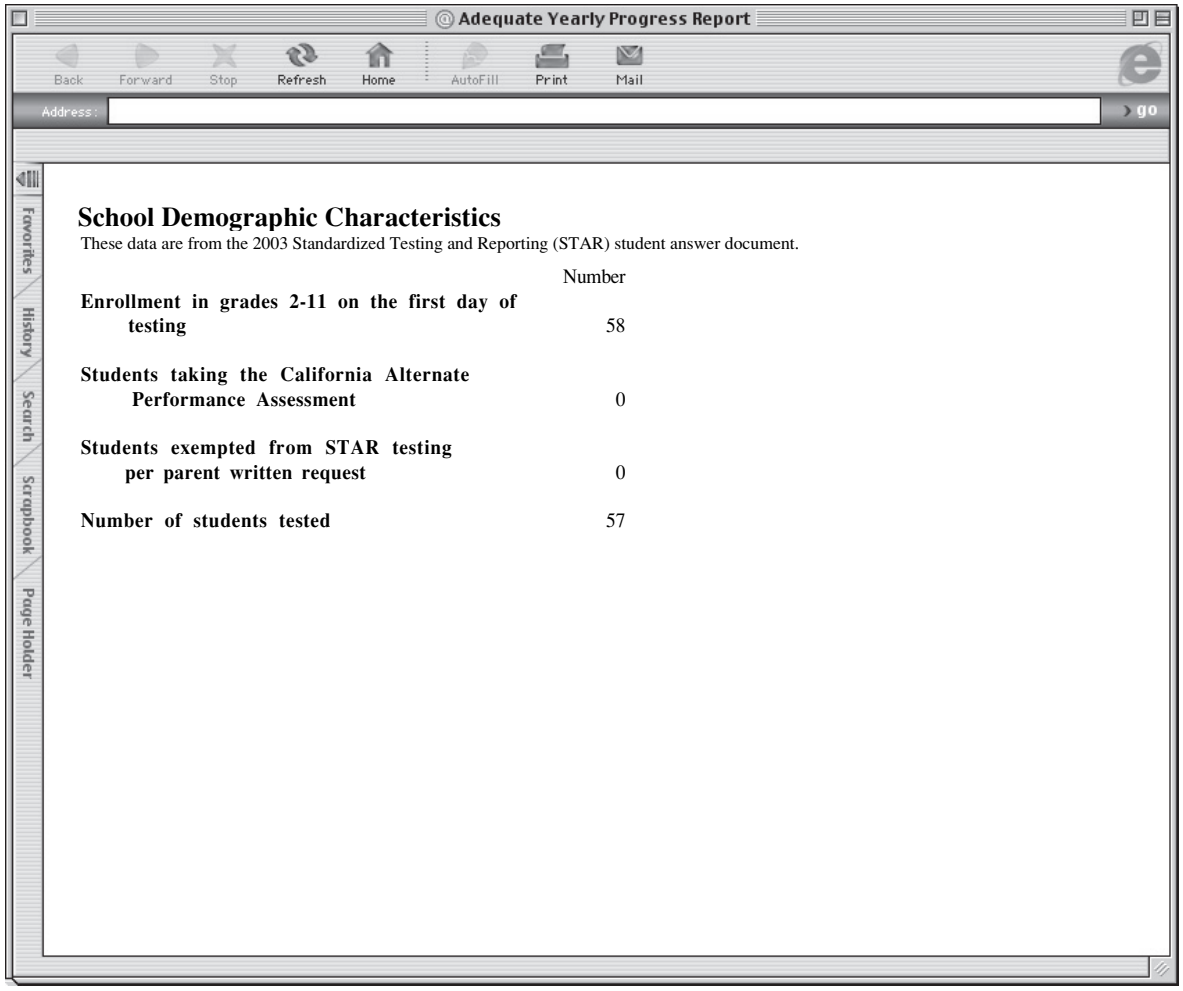
For more details about the displayed information, see the Explanatory Notes for the 2002–2003 API (Growth) Report.

Subgroups

Ethnic/Racial	Number of Pupils Included in 2003 API	Numerically Significant in Both Years	2003 Subgroup API (Growth)	2002 Subgroup API (Base)	2002-2003 Subgroup Growth
African American (not of Hispanic origin)	8	No			
American Indian or Alaska Native	2	No			
Asian	2	No			
Filipino	0	No			
Hispanic or Latino	5	No			
Pacific Islander	0	No			
White (not of Hispanic origin)	39	Yes	575	573	2
Socioeconomically Disadvantaged	12	No			

Sample Internet School Reports for 2002 to 2003 Growth

• School Report—Alternative Schools Accountability Model (ASAM) Example (continued)



School Demographic Characteristics

These data are from the 2003 Standardized Testing and Reporting (STAR) student answer document.

	Number
Enrollment in grades 2-11 on the first day of testing	58
Students taking the California Alternate Performance Assessment	0
Students exempted from STAR testing per parent written request	0
Number of students tested	57

Reference Guide to the Internet and CDE Contacts

The 2002–03 Academic Performance Index (API) Growth results will be posted on October 24, 2003 on the California Department of Education (CDE) Web site at <*http://api.cde.ca.gov*>. The following provides a list of CDE Internet sites and contact offices related to the Public Schools Accountability Act (PSAA), the API, No Child Left Behind (NCLB), and Adequate Yearly Progress (AYP).

Topic	CDE Contact Offices	CDE Web Site
PSAA and NCLB Title I Accountability	Policy and Evaluation Division (916) 319-0869 psaa@cde.ca.gov	*<http://www.cde.ca.gov/psaa>*
• NCLB Title I Accountability requirements	Evaluation, Research, and Analysis Office (916) 319-0875 research@cde.ca.gov	
• Calculation of API and AYP reports	Educational Planning and Information Center (EPIC) (916) 319-0863 epic@cde.ca.gov	*<http://api.cde.ca.gov>* *<http://www.cde.ca.gov/psaa/api>* *<http://ayp.cde.ca.gov>* *<http://www.cde.ca.gov/ayp>*
NCLB Title I, and Program Improvement (PI) • NCLB Corrective Actions for Program Improvement	School and District Accountability Division Title I Policy and Partnerships Office (916) 319-0854 pi@cde.ca.gov	*<http://www.cde.ca.gov/pr/nclb/programs.html>*
Statewide Assessments	Standards and Assessment Division (916) 445-9441	*<http://www.cde.ca.gov/statetests/>*
• STAR – CST and CAT/6	Testing and Reporting Office (916) 445-8765 star@cde.ca.gov	*<http://www.cde.ca.gov/statetests/star/index.html>*
• STAR – CAPA	Special Education Division, Assessment, Evaluation, and Support Office (916) 327-3702	*<http://www.cde.ca.gov/spbranch/sed/capa/>*
• CAHSEE	High School Exit Exam Office (916) 445-9449	*<http://www.cde.ca.gov/statetests/cahsee/index.html>*

Reference Guide to the Internet and CDE Contacts

Topic	CDE Contact Offices	CDE Web Site
Low Performing Schools	School Improvement Division (916) 319-0830	
• High Priority Schools Grant Program (HPSG) • Immediate Intervention/Underperforming Schools Program (II/USP) • Comprehensive School Reform (CSR)	High Priority Schools Office (916) 324-3236	*<http://www.cde.ca.gov/iiusp>*
• Intervention Assistance	Intervention Assistance Office (916) 319-0836	
API Awards Programs: • Governor's Performance Award (GPA) program • Certificated Staff Performance Incentive Act	Awards Unit, Policy and Evaluation Division (916) 319-0866 awards@cde.ca.gov	*<http://www.cde.ca.gov/psaa/awards>*
Alternative Accountability System, Alternative Schools Accountability Model (ASAM)	Secondary, Post-Secondary and Adult Leadership Division Educational Options Office, (916) 322-5012 (916) 445-7746 (Robert Bakke) rbakke@cde.ca.gov (916) 323-2564 (Heidi Wackerli)	*<http://www.cde.ca.gov/psaa/asam/>*

Appendix

Descriptions of Programs Related to the PSAA and the API

Assistance for Low-Achieving Schools
- Immediate Intervention/Underperforming Schools Program (II/USP)
  - II/USP Cohorts (chart)
- High Priority Schools Grant Program (HPSG)
- Comprehensive School Reform (CSR)

API Awards
- API School Awards Programs
  - Governor's Performance Awards (GPA)
  - Certificated Staff Performance Incentive Act
  - Past and Current Status of API Award Apportionments (chart)
  - API Criteria for Awards Eligibility
  - Determining a Valid API, Participation Rate, Award Amount for GPA
- API Teacher Awards Programs
  - Extra Credit Teacher Home Purchase Program
  - Teaching As A Priority (TAP) Program

Alternative Accountability System
- Alternative Schools Accountability Model (ASAM)
- Special Education Schools and Centers Model

No Child Left Behind (NCLB) and Adequate Yearly Progress (AYP)
- NCLB
- AYP

Descriptions of Programs Related to the PSAA and the API

Assistance for low-achieving schools

Immediate Intervention/Underperforming Schools Program (II/USP)

- The Public Schools Accountability Act (PSAA) includes the Immediate Intervention/ Underperforming Schools Program (II/USP), which offers financial support to schools in need of academic improvement based on the Academic Performance Index (API). In 1999–00, the II/USP provided $96 million to support planning for a first cohort of 430 schools that volunteered and were selected based on the school's scoring in the bottom half of the statewide distribution on the Standardized Testing and Reporting (STAR) nationally norm-referenced test, Stanford 9, for both 1998 and 1999. In 2000–01, II/USP provided implementation funding for the first cohort and $21.5 million to support planning for a second cohort of 430 schools based on 1999–00 API Growth. In 2001–02, II/USP provided implementation funding for the first and second cohorts and $21.5 million to support planning for a third cohort of 430 schools based on 2000–01 API Growth. In 2002–03, II/USP provided $186 million to support the existing three cohorts in the program. No state funding was available in 2003–04 for a new fourth cohort of II/USP schools.

- Eligibility for selection in II/USP is: (1) The school places in the lower five deciles of the API Base statewide rank, and (2) the school does not meet its annual API growth targets.

- Under the II/USP, schools are required to write an action plan to improve academically. They receive financial assistance to implement the plan.

- Schools already in the II/USP that continue to fall below their targets or do not show significant growth will be subject to local interventions or eventually to state sanctions (See "Immediate Intervention/Underperforming Schools Program (II/USP) Cohorts" chart on next page).

- More information about II/USP is located on the CDE Web site at <*http://www.cde.ca.gov/iiusp*>. Questions about II/USP should be directed to the High Priority Schools Office at (916) 324-3236.

Immediate Intervention/Underperforming Schools Program (II/USP) Cohorts

School Year

	1999–00	2000–01	2001–02	2002–03	2003–04	2004–05
Cohort 1	Selected for II/USP–Planning Year/ Action Plan approval	First year implementation	Second year implementation	Third year implementation		
			Fall 2001 API Growth	***Fall 2002 API Growth***		
			Meets all targets: **Continue**	Meets all targets each of two years: **Exit II/USP**		
			Some growth: **Continue**	Any growth one or both of two years: **Under watch**		
			Negative or no growth: **Continue + local sanctions**	Negative or no growth each of two years: **State monitored**		
Cohort 2		Selected for II/USP–Planning Year/ Action Plan approval	First year implementation	Second year implementation	Third year implementation	
				Fall 2002 API Growth	***Fall 2003 API Growth***	
				Meets all targets: **Continue**	Meets all targets each of two years: **Exit II/USP**	
				Some growth: **Continue**	Any growth one or both of two years: **Under watch**	
				Negative or no growth: **Continue + local sanctions**	Negative or no growth each of two years: **State monitored**	
Cohort 3			Selected for II/USP–Planning Year/ Action Plan approval	First year implementation	Second year implementation	Third year implementation
					Fall 2003 API Growth	***Fall 2004 API Growth***
					Meets all targets: **Continue**	Meets all targets each of two years: **Exit II/USP**
					Some growth: **Continue**	Any growth one or both of two years: **Under watch**
					Does not meet all targets: **Continue** + **local sanctions**	Negative or no growth each of two years: **State monitored**

The above chart does not reflect timelines for schools that also may have received funds through the High Priority Schools Grant Program (HPSG) beginning in Fall 2002.

High Priority Schools Grant Program (HPSG)

- Assembly Bill 961 (Chapter 747, Statutes of 2001) established the High Priority Schools Grant (HPSG) program for low-performing schools. This program offers additional resources to the lowest performing schools in the state to raise students' academic achievement. It is a voluntary program for schools in the lowest deciles of the API. HPSG schools receive $400 per enrolled student based on the 2000–01 CBEDS. Schools already receiving funding from II/USP receive an additional $200 through HPSG.

- In fiscal year 2002–03, $217 million was allocated to support 648 schools that applied for HPSG implementation grants. All of these schools were in decile 1 of the API and will continue to receive HPSG funding in the 2003–04 fiscal year.

- Under HPSG, schools are required to create a school-site team to write an action plan targeted at raising the academic performance of students. Schools participating in HPSG that do not meet their growth targets or do not show significant growth may be subject to local interventions and/or state sanctions.

- More information about HPSG is located on the CDE Web site at <*http://www.cde.ca.gov/iiusp*>. Questions about HPSG should be directed to the High Priority Schools Office at (916) 324-3236.

Comprehensive School Reform Program (CSR)

- The Comprehensive School Reform Program (CSR) is a federally funded, school reform initiative that offers schools and districts the opportunity to implement schoolwide research-based reform strategies to increase student achievement. Formerly known as the Comprehensive Reform Demonstration Program (CSRD), the program was renamed with the enactment of the federal No Child Left Behind Act of 2001.

- The purpose of the CSR Program is to improve student achievement by supporting the implementation of comprehensive school reforms based on scientifically based research and effective practices so that all children, especially those in low-performing, high-poverty schools, can meet challenging state content and academic achievement standards.

- Schools eligible to apply for new CSR funding for the 2004–05 school year will be announced in early fall 2004.

- More information about CSR is located on the CDE Web site at <*http://www.cde.ca.gov/iiusp*>. Questions about CSR should be directed to the High Priority Schools Office at (916) 324-3236.

API Awards

API School Awards Programs

- The PSAA includes the Governor's Performance Award (GPA) program, an awards program for schools that show improvement based on the API. In its first year of funding, the GPA provided $227 million to eligible schools based on 1999–00 API Growth. In its second year, it provided $144 million to eligible schools based on 2000–01 API Growth.

- Due to budget constraints, GPA funding for eligible schools based on 2001–02 or 2002–03 API Growth reports was not appropriated in the state budget. However, funding for these years could be appropriated in a subsequent fiscal year. In the event of possible funding in the future, the 2002–03 API Growth reports include information about schools' eligibility for the GPA program.

- An additional award program based on the API was enacted subsequent to the PSAA. The Certificated Staff Performance Incentive Act award was enacted in 1999 and allows for awards to certificated staff in lower-performing schools that show significant improvement beyond the API growth target. Funding of $100 million for these awards based on 1999–00 API Growth was appropriated in the first year of the program. Funding for the Certificated Staff Performance Incentive Act awards based on 2000–01, 2001–02, or 2002–03 API Growth has not been appropriated in the state budget. Funding for these years could be appropriated in a subsequent state budget, and, if so, school eligibility and allocations will be determined at that time.

- A chart showing the funding and allocation of API school awards is provided in "Past and Current Status of API Award Apportionments" on the next page. A second chart, "Academic Performance Index (API) Criteria for Awards Eligibility," that follows provides specific information about how schools qualify for funding for the GPA if funding becomes available in a future state budget. Following the charts, a subsequent section, "Determining a Valid API, Participation Rate, and Award Amount for the Governor's Performance Award (GPA)," describes awards calculation methodology and rules according to state regulations.

- More information about API school awards is located on the CDE Web site at <*http://www.cde.ca.gov/psaa/awards*>. Questions about API school awards should be directed to the Awards Unit, Policy and Evaluation Division at (916) 319-0866 or <*awards@cde.ca.gov*>.

PAST AND CURRENT STATUS OF API AWARD APPORTIONMENTS

Award	Year of Academic Growth	Amount of Award	Status	Number of Apportionments	Date of First Apportionment	Date of Second Apportionment
Governor's Performance Award (High Achieving/ Improving Schools Program)	1999-00	$227 Million (Approximately $69/student enrolled)	PAID	Two	January 2001 (FY 00-01)	March 2002 (FY 01-02)
	2000-01	$144.3 Million (Approximately $79/student with valid test score)	PAID	Two	August 2002 (FY 02-03)	October 2002 (FY 02-03)
	2001-02	Not funded for this year	Awards for academic growth in 2001-2002 may be appropriated at a later date.			
	2002-03	Not funded for this year	Awards for academic growth in 2002-2003 may be appropriated at a later date.			
Certificated Staff Performance Incentive	1999-00	$100 Million	PAID	One	August 2001 (FY 01-02)	
	2000-01	Not funded for this year				
	2001-02	Not funded for this year				
	2002-03	Not funded for this year				
Schoolsite Employee Performance Bonus	1999-00	$350 Million (Approximately $1300/full time equivalent employee, divided equally between employee and school site)	This award was for one year only	Two	March 2001 (FY 00-01)	February 2002 (FY 01-02)

ACADEMIC PERFORMANCE INDEX (API)
CRITERIA FOR AWARDS ELIGIBILITY
(Based on the Growth API)

		School Growth Target[1]	*Awards Eligibility Criteria*			*Subgroup Growth Target*[1]	*Awards Eligibility Criteria*
School API (Base)	**< 800**	• 5% distance from school API to 800 • Minimum of 1 point gain	• 5% distance from school API to 800 • **Minimum of 5 points gain**	**Subgroup API (Base)**	**< 800**	• 80% of school target[2] • Minimum of 1 point gain	• 80% of school target[2] • **Minimum of 4 points gain**
					= or > 800	• Maintain 800 or more[3]	• **Minimum of 4 points gain**
School API (Base)	**= or > 800**	• Maintain 800 or more	• **Minimum of 5 points gain**	**Subgroup API (Base)**	**< 800**	• Minimum of 1 point gain	• **Minimum of 4 points gain**
					= or > 800	• Maintain 800 or more[3]	• **Minimum of 4 points gain**

Notes:

"Subgroup" refers to a "numerically significant ethnic or socioeconomically disadvantaged subgroup."

Award eligibility also includes participation rate criteria: 95 percent for elementary and middle schools and 90 percent for high schools.

[1] Growth targets are rounded to the nearest whole number; no growth target is less than one point.

[2] Subgroup growth target is 80% of the school growth target unless the subgroup growth target would exceed the distance from the subgroup API to 800. In these cases, the subgroup growth target equals the distance to 800.

[3] Regardless of the schoolwide API, subgroups already at or above 800 will have to continue to meet the statewide interim performance target of 800.

Determining a Valid API, Participation Rate, and Award Amount for the Governor's Performance Award (GPA)

The California Code of Regulations, Title 5, summaries provided in this section reflect key regulations related to Academic Performance Index (API) award programs. These regulations were adopted by the State Board of Education in November 2001.

What Constitutes a Valid API

	Summary of Selected Sections Title 5, California Code of Regulations Division 1, Chapter 2, Subchapter 4, Article 1.7 Award Programs Linked to API	Number of Years a School is Ineligible for Awards (Section 1032 (e))
Section 1032 (d)	In 2001 and subsequent years, a school's API shall be considered invalid under any of the following circumstances:	
	(1) The local educational agency notifies the California Department of Education (department) that there were adult testing irregularities at the school affecting 5% or more of pupils tested.	2
	(2) The local educational agency notifies the department that the API is not representative of the pupil population at the school.	2
	(3) The local educational agency notifies the department that the school has experienced a significant demographic change in pupil population between the base year and growth year, and that the API between years is not comparable.	1
	(4) The school's proportion of parental waivers compared to its Standardized Testing and Reporting Program (STAR) enrollment, pursuant to Education Code section 60640 et seq., is equal to or greater than 15 percent for the 2000 STAR. For the 2001 STAR and each subsequent STAR, the school's proportion of parental waivers compared to its STAR enrollment is equal to or greater than 10 percent, except when the school's proportion of parental waivers compared to its STAR enrollment is equal to or greater than 10 percent but less than 20 percent. In this case, the department will conduct standard statistical tests to check the representativeness of the school's tested population and review the representatives of the tested population by grade level. If the school passes the check of representativeness, the school's API shall be considered valid. If the school does not pass the check of representativeness, the school's API shall be considered invalid. There shall be no rounding in determining this minimum parental waiver proportion (i.e., 9.99 percent is not 10 percent).	2
	(5) In any content area tested pursuant to Education Code sections 60642 and 60642.5 and included in the API, the school's proportion of the number of test takers in that content area compared with the total numbers of test takers is less than 85 percent. There shall be no rounding in determining the proportion of test-takers in each content area (i.e., 84.99 percent is not 85 percent).	2
	(6) If, at any time, information is made available to or obtained by the department that would lead a reasonable person to conclude that one or more of the preceding circumstances occurred. If after reviewing the information, the department determines that further investigation is warranted, the department may conduct an investigation to determine if the integrity of the API has not been jeopardized. The department may invalidate or withhold the school's API until such time that the department has satisfied itself that the integrity of the API has not been jeopardized.	—

Calculating the Minimum Participation Rate for Awards Eligibility and Determining the Award Amount for the GPA

Summary of Selected Sections

Title 5, California Code of Regulations
Division 1, Chapter 2, Subchapter 4, Article 1.7
Award Programs Linked to the API

§ 1032 (i)

For elementary and middle schools, the minimum participation rate for awards programs shall be 95 percent; for high schools, it shall be 90 percent for the 2000 API growth, with the intention of increasing this rate to 95 percent in the future.

(3) The participation rate shall be calculated as follows:
(A) Divide the total number of test-takers in grades 2-11 at the school site by
(B) The total enrollment in grades 2-11 minus the number of pupils exempted from taking the test either by
- their Individualized Education Program (IEP) pursuant to *Education Code* Section 60640(e) or
- parent waivers pursuant to *Education Code* Section 60615.

(4) For purposes of subdivision (3)(B) above, enrollment shall be determined by the enrollment information collected by the California Department of Education as part of the Standardized Testing and Reporting Program (STAR), pursuant to *Education Code* Sections 60640 et seq.

(5) In the case of pupil testing irregularities, the scores of affected pupils shall be eliminated from the calculations of the school's growth API, although the pupils are counted as tested and shall contribute to the school's participation rate.

(6) There shall be no rounding in determining this minimum participation rate (i.e., 94.9 percent does not equal 95 percent).

§ 1033 (a)

(a) Schools that meet the eligibility requirements in 2000–2001 for the Governor's Performance Award Program (GPA) shall receive a per pupil award for each of their eligible pupils. Eligible pupils are those who received a score on any subject matter area test (Total Reading, Total Math, Language, Spelling, Science, or Social Science) of the nationally normed test pursuant to Education Code section 60642 and a score on any standards-based achievement test pursuant to Education Code section 60642.5. A score on the nationally normed test pursuant to Education Code section 60642 can be a percentile, the number correct, a scale score, or a normal curve equivalent. A score on the standards-based achievement test pursuant to Education Code section 60642.5 is defined as the performance level.

(b) The amount allocated for this award shall be determined on a prorate basis from the total amount of funding available in the annual State Budget.

Participation Rate and Calculation of GPA

The following chart provides three examples of the minimum participation rate calculation for awards eligibility.

Step 1: Check for 95% or 90% Participation Rate
Must be at or above 0.950000 (elementary or middle schools) or at or above 0.900000 (high schools) to be eligible

		Example #1	Example #2	Example #3
A	Total enrollment first day of testing (grades 2–11)	300	300	300
B	Total students tested on STAR (grades 2–11)	280	270	258
C	Total IEP exemptions	5	5	5
D	Total parent waivers	7	6	6
E	Percent participation* ***B*** *divided by* (***A*** *less* ***C*** *less* ***D***)	0.972222	0.934256	0.892734
Example #1: ***280/(300 – 5 – 7) = 280/288 = .972222***		Elementary, Middle Schools, and High Schools Are Eligible	Elementary and Middle Schools Not Eligible	All Schools Not Eligible

The following information can be used in the calculation of the actual award amount for the GPA.

Step 1: Determine the Number of Eligible Pupils

Eligible Pupils

Those pupils who received a score on any subject matter area test (Total Reading, Total Math, Language, Spelling, Science, or Social Science) on the California Achievement Test, 6th Edition (CAT/6) and a score on any standards-based achievement test of the California Standards Test.

A score on CAT/6 can be
- a percentile
- or the number correct
- or a scale score
- or a normal curve equivalent

A score on the California Standards Test is
- the performance level

Ineligible Pupils

- Pupils exempted from testing by
  - their Individualized Education Program (IEP) pursuant to *Education Code* Section 60640(e)
  - parent waivers pursuant to *Education Code* Section 60615
- Pupils that received a test but received no subtest scores on the CAT/6 **or** no score on the California Standards Test

Step 2: Determine Total Amount of Cash Award
Multiply the number of eligible pupils times a dollar amount up to $150. The exact dollar amount will be available when the total number of eligible students in the state has been determined and funding has been provided.

API Teacher Awards Programs

- Since 2000, the Extra Credit Home Purchase Program has allocated over $360 million to help attract qualified teachers, administrators, and other professional staff members who commit to serve in designated lower-performing schools for three years. Program participants receive tax credits or reduced interest rate home loans. The Extra Credit Program is available to credentialed teachers and administrators who commit to work in a school ranked in the bottom 50 percent statewide, based on the most recent Base API (i.e., schools with Base APIs in statewide deciles 1 through 5). The program also is available to other qualified professionals (including, but not limited to, school nurses, psychologists, and counselors) who serve in a school district in which at least half of the schools are ranked in Base API statewide deciles 1 through 5. In addition, teachers, administrators, and other professionals at various types of alternative schools may be eligible for the program. For more information, contact the State Treasurer's Office at (916) 653-3255 or (213) 620-4467, or visit the program's Web site at <*http://www.treasurer.ca.gov/cdlac/extracredit/extracredit.asp?part=intro*>.

- The Teaching As A Priority (TAP) Program was first funded in the 2000–01 state budget with an appropriation of $118.65. The program allocates funds to local education agencies to provide incentives to recruit and retain fully credentialed teachers at low-performing schools with API rankings in deciles one through five. Funding for the TAP program was suspended in the 2001–02 state budget. However, the grant period for the 2000–01 funding was extended to February of 2003 to allow districts to continue their recruitment efforts. In the 2002–03 fiscal year, $88.65 million was appropriated for the TAP Program. A total of 334 districts and 15 charter schools submitted applications and were approved for 2002–03 funding. Although no new funding was appropriated for TAP in the 2003–04 fiscal year, the grant period for 2002–03 TAP funds extends to June 30, 2004. For more information, contact the Curriculum Leadership Unit of the CDE at (916) 323-5505 or visit the CDE Web site at <*http://www.cde.ca.gov/pd/tap*>.

- The Certification Incentive Program is an incentive program for California teachers who earn National Board Certification. Information about the program is available on the CDE Web site at <*http://www.cde.ca.gov/pd/nbpts/certincentive.html*>.

Alternative Accountability System

- The State Board of Education (SBE) in July 2000 approved the framework for an Alternative Accountability System comprised of three models to be implemented over a three-year period: (1) Small Schools Model for schools that serve traditional populations but have between 11 and 99 valid test scores; (2) Special Education Schools and Centers Model; and (3) Alternative Schools Accountability Model (ASAM) for alternative schools serving a majority of high-risk students including continuation schools, opportunity schools, community day schools,

and county court and community schools. Very small schools with fewer than 11 valid test scores were also in the third model.

- With the enactment of Assembly Bill 1295 (Chapter 887, Statutes of 2001), the Small Schools Model became part of the main accountability system. In January 2001, schools in this model began receiving API reports with an asterisk to designate the larger statistical uncertainty of an API based on fewer than 100 valid test scores. The 2002–03 API Growth report includes these schools in the main API system.

- Schools in the Special Education Schools and Centers Model have been held accountable through the Individualized Education Program (IEP) and Quality Assurance Process. The California Alternate Performance Assessment (CAPA) has now been developed and was administered for the first time in 2003. Students in special education schools and centers take either the CAT/6 and CSTs or the CAPA.

- In September 2001, schools in the ASAM selected two performance indicators in addition to STAR. These schools reported baseline data on the selected indicators for the 2001–02 school year in July 2002.

- For the 2002–03 school year, schools in the ASAM collected second-year data on their selected indicators and reported these data in July 2003.

- For the 2003–04 school year, schools in the ASAM will collect third-year data on their selected indicators and report these data in July 2004.

- More information about the Alternative Accountability System is located on the CDE Web site at <*http://www.cde.ca.gov/psaa/asam*>. Questions about the Alternative Accountability System should be directed to the Educational Options Office at (916) 322-5012 or <*rbakke@cde.ca.gov*>.

No Child Left Behind (NCLB) and Adequate Yearly Progress (AYP)

No Child Left Behind (NCLB)

- The No Child Left Behind Act of 2001 (NCLB) is federal legislation that establishes a new definition of Adequate Yearly Progress (AYP) for all schools, school districts, and the state, beginning with the 2003 AYP criteria. All schools and school districts are required to meet all 2003 AYP criteria in order to make AYP. Currently, the consequences of not making AYP apply only to Title I-funded schools and school districts. Schools and school districts receiving federal Title I funds face NCLB Program Improvement (PI) consequences for not meeting or exceeding the new AYP requirements.

- PI is a formal designation for Title I-funded schools. A Title I school becomes PI if it does not meet AYP for two consecutive years on the same indicator (English-language arts, mathematics, API, or graduation rate). There are certain types of required services and/or interventions schools must offer during each year they are identified as PI. A school is eligible to exit PI if it makes AYP for two consecutive years.

- NCLB establishes a new definition of AYP. However, the term "Adequate Yearly Progress" has been used prior to NCLB to identify schools for PI under prior federal requirements. From 2000–02, the API was used as the only definition of AYP. In 2003, the definition of AYP changed to the new criteria under NCLB.

- Based on the 2002 AYP status information (using the previous definition of AYP) and on the 2003 AYP reports (using the new AYP criteria), Title I schools may enter PI, remain at the same PI level, advance to a new PI level, or exit PI for the 2003–04 school year. School districts will not enter PI until after the 2003–04 school year.

- Title I schools that are in PI for the 2003–04 school year must meet the NCLB requirements, as appropriate. The requirements for a PI school increase the longer a school stays in PI. However, all Title I schools in PI for the 2003–04 school year must offer the choice for their students to attend another public school in the school district that is not PI. The local education agency is responsible for the transportation costs for the students.

Adequate Yearly Progress (AYP)

- For 2003, California's new definition of AYP encompasses the following four requirements:
  - Annual Measurable Objectives (AMOs) – Achievement of the 2003 statewide AMOs on English-language arts (ELA) and mathematics assessments (schoolwide/districtwide and subgroups). AMOs are the minimum required percentages of students at proficient or above in each content area.
    - Elementary schools, middle schools, and elementary school districts must have at least 13.6 percent of students at proficient or above in ELA and 16.0 percent in mathematics.
    - High schools and high school districts (with grade levels nine through eleven only) must have at least 11.2 percent of students at proficient or above in ELA and 9.6 percent in mathematics.
    - Unified school districts and high school districts (with grade levels two through eight and nine through eleven) must have at least 12.0 percent of students at proficient or above in ELA and 12.8 percent in mathematics.

    The 2003 ELA and mathematics assessments used for the AMOs are the California Standards Tests (CSTs), in grades two through eight; the California Alternate Performance Assessment (CAPA), in grades two through eight and ten; and the California High School Exit Examination (CAHSEE), in grade ten. The CSTs and the CAPA are part of the Standardized Testing and Reporting (STAR)

program. The use of the CAHSEE for the AMOs is for school, school district, and state accountability as part of NCLB requirements only; it does not apply to passing the CAHSEE as a condition of graduation for individual students.

- Participation Rate – Achievement of a 95 percent student participation rate on 2003 ELA and mathematics assessments (schoolwide/districtwide and subgroups).

- API – Growth in the 2002–03 Academic Performance Index (API) score of at least one point or a minimum 2003 Growth API of 560 (schoolwide/districtwide).

- Graduation Rate – Improvement in the graduation rate of at least .1 percent or a graduation rate of 100 percent (schoolwide/districtwide). This applies only to high schools and school districts with high school students.

■ All schools and school districts are required to meet all 2003 criteria in order to make AYP for 2003.

■ More information about NCLB and AYP is located on the CDE Web site at <*http://www.cde.ca.gov/pr/nclb*> or <*http://www.cde.ca.gov/ayp*>. Questions about NCLB Title I and PI should be directed to the Title I Policy and Partnerships Office at (916) 319-0854 or at <*pi@cde.ca.gov*>. Questions about NCLB accountability and AYP should be directed to the Educational Planning and Information Center (EPIC) at (916) 319-0863 or at epic@cde.ca.gov.